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ABSTRACT

In spring 1986, a study was conducted at the Community College of Philadelphia (CCP) to determine to what extent students had achieved or were achieving their goals concerning transfer, career preparation, basic skills, self-concept, economic betterment, communication skills, personal growth, commitment to lifelong learning, and/or interpersonal skills. Survey instruments were completed in randomly selected classes by 1,368 CCP students. Study findings included the following: (1) 77.3% of the sophomore respondents and 63.3% of the freshmen respondents planned to earn a CCP degree; (2) 71.4% of the freshmen and 65.1% of the sophomores planned to transfer to another college immediately after leaving CCP; (3) the goals ranked most important by freshmen were "develop career goals," "discover jobs," "transfer courses," and "prepare for a new job," while sophomores ranked "prepare for continued growth after college" highest, followed by "prepare for a new job," "discover jobs," and "develop career goals"; (4) sophomores reported greater gains toward goal achievement than freshmen in 18 of the 23 goal areas studied; and (5) the goals on which freshmen reported greatest progress were "transfer courses," "communication skills," and "develop interpersonal skills," while the sophomores reported greatest progress in "transfer courses," "meet new, interesting people," and "communication skills." An analysis of research findings by race and program of study is attached. (UCM)

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CURRENT STUDENT ASSESSMENT OF GOAL ACHIEVEMENT AND ACADEMIC AND STUDENT SUPPORT SERVICES - SPRING 1986 -

JC 880 153

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Institutional Research Report #37

March, 1987

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Executive Summary

Students have many and diverse expectations of how they will benefit from their CCP enrollment. They hold traditional expectations related to transfer and career outcomes, as well as expectations related to personal and social attributes such as improving their socio-economic status, developing a better understanding of themselves, and increasing their self confidence or interpersonal skills.

Freshmen and sophomore students do not differ greatly in terms of their expectations. Large numbers of both groups are interested in preparing for new jobs and continued personal growth after College. Transfer goals, developing career goals, and an openness to new ideas are of lesser importance to sophomores than freshmen.

The fit between student expectations for themselves and institutional expectations for students needs to be examined. Student expectation for growth in some areas may be unrealistic in light of the range of experiences they will likely have while enrolled at CCP. If student objectives are considered to be reasonable, then the assessment of progress toward the achievement of these goals provides a direct measure of institutional effectiveness.

Students reported greatest progress in preparation for transfer, developing communication skills, meeting interesting people, developing interpersonal skills, setting career goals, developing an openness to new ideas, and having a better understanding of themselves.

Analysis of differences in achievement patterns associated with freshmen and sophomore students indicates there are substantial and diverse benefits accrued by students through their continued enrollment at CCP. Sophomores report considerably more progress in most of the areas explored in this study. Areas of greatest growth are socio-economic status betterment, improving their chances for a raise or promotion, development of clearer career goals, preparing for transfer and development of self confidence.

Several areas did not fit this cumulative student growth pattern. They include interpersonal skills development, participation in community activities, intellectual curiosity, development of oral and written skills, and the ability to critically evaluate ideas. Many of these areas represent skills that have been defined as institutional objectives in documents such as the General Education Goals and Mission Statement. Given the importance attached to these abilities, it appears to be important that assessments of programmatic and course content be undertaken to determine if effective mechanisms for this type of student growth are available to students.

Students are generally satisfied with their CCP experiences. Academic factors, such as the quality of instruction and availability of instructors, received highest ratings, while student activities and admission/registration procedures were viewed less favorably by respondents.

An important response pattern to emerge from student service rating information is the overwhelming frequency of freshmen

ratings that exceed sophomore ratings. This may be viewed as evidence that the College provides support services more effectively for freshmen than sophomores. In addition to providing sophomores with the opportunities they need to successfully achieve their goals, changing the focus of services to better meet the needs of sophomore students may have a positive impact on College-wide retention.

In some cases, patterns of student service usage and student goal expectations are not consistent. For example, given the high-student interest in many job-related goals, the level of student usage of career planning and career counseling appears low. Likewise, the low level of involvement in student activities and recreational programs is not consistent with the level of student social goal expectations.

It would be helpful for the College to become more proactive in providing students with suggested strategies for achieving their individualized objectives. Appropriate student services would be included among these suggested strategies.

The results of this study will be broken down by program and demographic sub-populations. These analyses will be distributed separately at a later date.

SPRING 1986 CURRENT STUDENT ASSESSMENT OF GOAL PROGRESS AND INSTITUTIONAL EFFECTIVENESS

In recent years, many colleges have started evaluating a broader range of student outcomes. This more inclusive approach to studying student gains has come about for a variety of reasons, the most notable being demands from external sources for accountability in higher education, accountability based on objective measurement student outcomes (Ewell, 1985).

When left to their own resources, external agencies have relied, in large part, on traditional measures of institutional effectiveness such as graduation, transfer and job placement rates. Much of the appeal of these figures is the ease with which they can be collected and the similarity of definition across schools, thereby expediting inter-institutional comparisons.

The flaw in this assessment approach is its narrow focus, both in terms of breadth of outcomes and the sources of educational expectations. One of the underlying assumptions in using graduation rates as an assessment indicator is the short-sighted notion that all students are degree oriented. Ignoring student degree intentions is a serious omission, especially in light of past institutional research at CCP which indicates that a sizable percentage of entering students are not interested in earning a degree. Similar patterns have been reported by other schools including Brookdale Community College where only 50% of recent entering credit students enrolled to earn an Associate Degree (Figenbaum, 1982).

In addition to disregarding student degree intentions, focusing solely on traditional indicators ignores a variety of other measures of academic achievement and other types of student growth such as personal and social skills. Many times these other dimensions of student growth are viewed by the student as being important educational objectives. Theophilides, et al. (1984) gathered information regarding student educational plans from students at a variety of colleges and universities. In summary, their research indicated that the educational goal most extensively endorsed by freshmen students upon entering college was either that of a basic general education and appreciation of ideas, or that of vocational training and the development of career-related skills and techniques. Ranking a close third, however, was the ability to get along with different kinds of people and the enhancement of other interpersonal skills.

Assessments of student outcomes have reported significant gains in many areas of non-cognitive development. For example, a large percentage (49.4%) of the University of Maryland graduates reported making significant progress in the area of self-confidence, self-reliance, interpersonal and life skills and independence (1983).

Research of this type clearly supports the notion that reliable studies of educational effectiveness need to consider student expectations as well as institutional expectations. This study was designed to measure institutional effectiveness from the student's perspective. It examined student academic, personal and social expectations and attempted to determine in which of these areas student growth did occur.

The data for this study were from a Current Student Survey undertaken during the Spring 1986 semester[1]. The Office of Institutional Research will also release a series of In-Brief Reports based on this survey. This report, the first in the series, contains details about the sample and questionnaire as well as an overall analysis of survey results. Forthcoming Current Student Survey In-Briefs will not repeat the methodological details described below. Successive In-Briefs will contain survey results for various student sub-populations, such as General Studies Program and special project students. It will therefore be beneficial to keep successive reports with this initial document.

Instrumentation

The objective of this survey was to supplement institutional information based on standard student outcomes with effectiveness indicators that were measured from a student perspective. This was accomplished by designing a survey questionnaire that listed 23 potential student educational objectives. These objectives were compiled from questionnaires that had been used by others in similar research. Items included dealt with goals in the following areas: transfer, career preparation, basic skills,

1) A companion survey of former students (graduate and non-returners) was undertaken during Summer 1986, thereby providing a full-range of student perspectives.

self-concept, economic betterment, communication skills, personal growth, commitment to lifelong learning and interpersonal skills.

Students were asked to pick the objectives that were important to them at the time of the survey and to indicate the objectives they had achieved or were achieving at CCP.

In order to better understand the relationship between student outcomes and the educational milieu that is conducive for student growth, students were also asked to evaluate a variety of institutional processes related to admission, registration, scheduling, advising, instruction, counseling and student activities. The survey took about 20 minutes to complete.

Sample

The survey was conducted on campus during the Spring 1986 semester. It was distributed through classes that had been randomly selected. Instructors were requested to distribute the cover letter and questionnaire to students who, in turn, were requested to return completed surveys to either the instructor or the Institutional Research Office.

Usable questionnaires numbered 1368, approximately 12.5% of the on-campus student body at that time. A brief profile of the surveyed students follows:

- Two-thirds (66.0%) of the sample were women, one-fourth were men and eight percent (8%) did not report this information.

- Forty-two percent (42.4%) of the sample were Black, slightly fewer (36.8%) were White. There was a small percentage of Asian (4.9%) and Hispanic (2.1%) students. A fairly large percentage (13.9%) of the respondents did not report this information.
- The median age of respondents was 24.
- Approximately 57% of the respondents were attending part-time during the Spring semester and 43% were full-time enrollees.
- One quarter of the sample were enrolled in General Studies.

Data Analysis

The questionnaire designed for this study was based on the widely held belief among the student outcome research community that students are a reliable judge of their own progress. Student self-ratings of gains in 23 potential growth areas were the units of analysis.

Prior to analysis, the sample was dichotomized into freshmen (students who had earned fewer than 25 CCP credit hours as of Spring 1986) and sophomores (students with 25 or more hours). This analytic approach helped to understand the importance students attach to a number of educational goals upon entering college and how these perceptions change during succeeding college years.

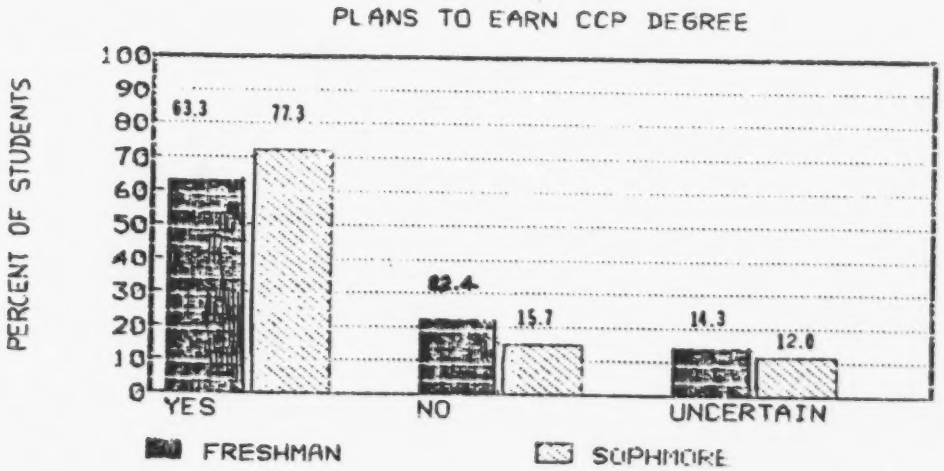
It also helped to understand student growth from a value added perspective. Comparisons of freshmen and sophomore

reported gains can assist in the analysis of growth over time and aid in the identification of areas of institutional effectiveness and ineffectiveness. Goal areas of great importance to students where little growth is reported may need to be targeted in the design of instructional programs and related support services.

Degree Goals and Post-CCP Plans

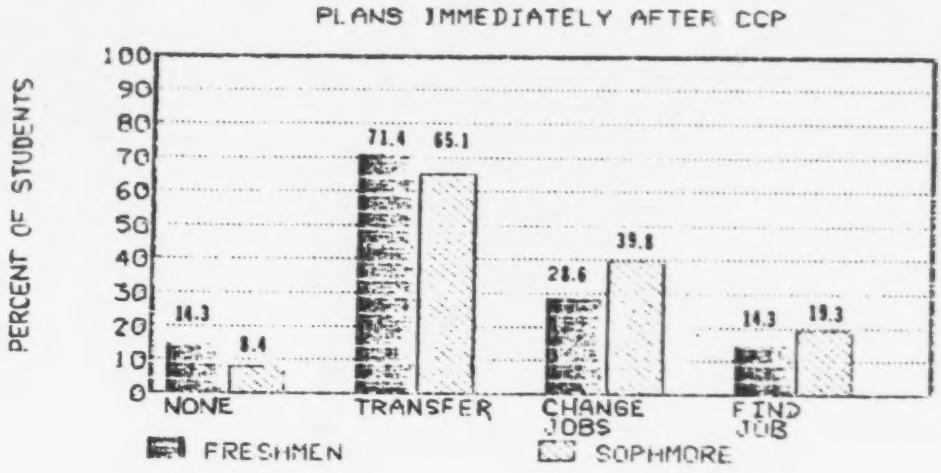
Student responses to inquiries concerning their degree intentions and immediate post-CCP plans appear in Tables 1 and 2.

Table 1



The degree intention data indicates that sophomores are more degree-oriented and exhibit lower-levels of degree uncertainty than freshmen. More than three-quarters (77.3%) of the sophomores planned to earn a CCP degree, compared to 63.3% of the freshmen. Fewer sophomores were uncertain about degree intentions.

Table 2



1) Multiple responses are possible, therefore group percentages will be larger than 100%.

Most of the surveyed freshmen (71.4%) and sophomores (65.1%) planned to transfer to another college immediately after leaving CCP (Table 2). Career-oriented plans such as changing or finding a job were more important for sophomores. The percentage of sophomores with no immediate plans was nearly half that of freshmen, reinforcing the point that clearer goal focus is associated with students who attain sophomore status. Transfer students tend to enroll at CCP for shorter periods of time than do students who have other types of immediate post-CCP plans. This may suggest the need to examine the retention strategies aimed at transfer students.

Students are heterogeneous with regard to their immediate post-CCP plans. In order to effectively prepare them to accomplish their individual goals, the institution will need to be responsive to a diversity of student needs. For example, over half (53%) of the freshmen in Business-related programs and 88% of the freshmen in the Technology and Human Career Services programs[2] were interested in eventually transferring. Likewise, 27% of the students in General Studies and 16% of the students in all other College transfer programs[1] planned to get a job right after CCP.

1) Transfer curricula include Journalism, Art, Music, Pre-Education, Engineering Science, Associate in Science, Associate in Art.

2) Technology and Human Career Services include Early Childhood Education, Interpreter's Education, Electronic Engineering, Architectural Technology, Construction Technology, Automotive Technology, Mental Health Social Service, Public Management, Social Service Technology, Justice, Fire Science, Chem Technology.

These data, which reflect stated student intentions, are consistent with other Institutional Research outcome studies that indicate large numbers of career program students enroll at a transfer institution after CCP. Students in all programs require academic experiences and guidance and support services that are responsive to students with both transfer and career objectives.

Student Goals

Current Expectations

Figure 1, which appears in Appendix A, contains detailed data on freshmen/sophomore goals that were important to the respondents at the time of the survey. These goals can be viewed as expected areas of institutional effectiveness. Several observations can be made about this data. A fairly large percentage of students were interested in most of the goals. With few exceptions, student interest in specific goals clustered between 30 and 60%. The most notable exceptions were GED aspirants and students with an expectation of strengthening basic skills, both of which were represented by low-student interest. While it seems reasonable that few students would have a GED interest, the low-interest in basic skills, especially among freshmen, is surprising. This may be reflective of data collection procedures which may have excluded students with lower basic skills abilities or it may indicate inappropriate student perceptions of abilities.

In general, freshmen/sophomore patterns are more similar than dissimilar. Among the 23 listed items, only five (21.7%) were significantly different across student groups. The largest

differences between freshmen and sophomores was the percentage of students with immediate transfer goals and the goal of developing clearer career plans. Freshmen were considerably more interested in these goals than sophomores. Table 3 contains freshmen and sophomore responses rank ordered by importance. The first nine items listed under both freshmen and sophomore columns are identical, although ordered slightly differently by the two groups.

Table 3

Rank Ordered Top Ten Freshmen and Sophomore Enrollment Goals

Freshmen	Rank	Sophomores
Develop career goals	1	Prepare for continued growth after college
Discover jobs	2	Prepare for new job
Transfer courses	3	Discover jobs
Prepare for new job	4	Develop career goals
Prepare for continued growth after college	5	Transfer courses
Self confidence	6	Develop better understanding of self
Socio-economic betterment	7	Develop self reliance
Develop better understanding of self	8	Socio-economic betterment
Develop self reliance	9	Self confidence
Develop ability to critically evaluate ideas	10	Develop interpersonal skills

Freshmen and sophomore institutional effectiveness expectations constitute a balanced blend of academic, personal, social and economic expectations. Traditional student outcomes related to transfer and career opportunities are highly important to both student groups, as are less conventional personal goals.

As a group, sophomores indicated fewer goals were currently important to them than freshmen. This may be due, in part, to the greater likelihood of goal achievement among sophomores. Sophomore responses were slightly greater than freshmen in only six cases; improving chances for a raise or promotion, developing self reliance, developing oral and written communication skills, develop a better understanding of self, develop interpersonal skills, and preparation for continued growth.

In general, sophomores have fewer goals than freshmen; however, considerable student interest in most goal areas persists through sophomore status.

Goal Achievement

In addition to indicating current goal interests, students were asked to evaluate their progress toward achieving each of the 23 goals.

Analysis of freshmen/sophomore responses, which appear in Figure 2 (Appendix A), will help to understand which of these goals represent areas of greatest student gains and therefore greatest institutional effectiveness as measured from the student's perspective. To this end, Figure 2 information was rearranged and appears in Tables 4 and 5.

Sophomores report greater gains in 18 (78.3%) of the 23 goal areas included in the study. Eleven (48%) of these freshmen/sophomore gain differences were significant and appear in order of magnitude in Table 4.

TABLE 4

Goals on Which Sophomores Responded Significantly Greater Achievement Than Freshmen

Goal	Ranked Difference
Improve socio-economic status	1
Improve chances of raise or promotion	2
Develop clearer ideas of career goals	3
Transfer courses	4
Meet new and interesting people	5
Develop self confidence	6
Reduce dependence on others	7
Develop openness to new ideas	8
Improve my job skills	9
Prepare for a new job	10
Study new and different subjects	11

Students reported benefits from continued CCP enrollment in a variety of ways. Sophomores reported significantly more achievement than freshmen over a broad range of goals, including traditional student objectives related to transfer and career expectations, economic betterment, social and personal goals.

The ten goals characterized by greatest growth for both freshmen and sophomores appear in Table 5.

TABLE 5

Goals on Which Freshmen and Sophomores Reported Greatest Progress

Freshmen	Rank	Sophomores
Transfer courses	1	Transfer courses
Communication skills	2	Meet new, interesting people
Develop interpersonal skills	3	Communication skills

Meet new, interesting people	4	Develop openness to new ideas
Develop better understanding of self	5	Develop career goals
Develop intellectual curiosity	6	Develop interpersonal skills
Become self reliant	7	Develop better understanding of self
Develop openness to new ideas	8	Become self reliant
Prepare for continued growth	9	Develop self confidence
Develop ability to critically evaluate ideas	10	Develop intellectual curiosity

This data, combined with that in Table 4, provides indications of institutional effectiveness in a multitude of areas related to transfer, career, personal and social skills.

Patterns of responses also provide clues about areas in which the College is less effective in meeting student expectations. Student gains in the areas of interpersonal skills development, active participation in community activities, and development of intellectual curiosity appeared to have occurred during freshmen years and leveled off to a no growth situation during sophomore enrollment. Even more troublesome were freshmen/sophomore achievement patterns related to the development of oral/written skills and the ability to critically evaluate ideas. Freshmen reported slightly higher levels of achievement than sophomores in these areas. These skills represent institutional expectations that have been identified among the general education goals. The results from this survey suggest the need for an institutional review of the extent to

which the learning experiences provided to sophomore students are failing to address these areas. For example, the responses may indicate that sophomore students, no longer enrolling in English courses, perceived that they were not continuing to develop their writing skills. There may not be enough advanced learning opportunities for sophomores at the College.

Student Experiences

Students were asked to rate 21 services or procedures they may have experienced while at CCP. All 21 items were worded positively and had an associated 4-point scale ranging from strongly agree to strongly disagree. A summary of students responses appears in Figure 3 (See Appendix A).

Generally, students feel CCP services are effectively provided. Only one of the 21 items, being involved in campus activities (#19), had an average student rating that fell to the negative side of the scale. Several other items were rated less positively than the majority of items. These included both freshmen and sophomore responses related to frequency of CCP-sponsored cultural activities (#18) and the number of quiet study places on-campus (#20).

Another pattern associated with Figure 3 data is the overwhelming frequency of freshmen ratings that exceed sophomore ratings. This occurred for 19 of the 21 items. Exceptions to this trend were item #12, related to the helpfulness of CCP counseling services and item #14, which concerns the quality of information and guidance needed to transfer from CCP.

Although freshmen/sophomore differences were not great, the fact that freshmen were more satisfied than sophomores in almost every case supports the notion that CCP may do a better job of providing appropriate support services for students who are new to the College. Because of the retention patterns at CCP, a much smaller proportion of students in any one semester are classified as sophomores. In Spring 1986, for example, 63% of the on-campus enrollments were classified as freshmen, while 37% were sophomores. It is possible that the emphasis in support services toward freshmen students may contribute to the lack of retention of students into their sophomore year.

Registration procedures (#3) and availability of courses (#4) were the areas associated with greatest freshmen/sophomore differences in ratings. Perhaps sophomores were reacting to walk-in registration procedures and the lack of availability of upper-level courses when responding to these items. Advising and registration services for sophomore students may warrant further evaluation to see if improved support services for sophomore students can be provided.

Student activities, in general, received the lowest satisfaction ratings from both freshmen and sophomores. Academic factors received the highest satisfaction ratings by both groups.

It should be stressed once again that Figure 3 information supports the notion that students were satisfied with their CCP experiences and that differences represent shades of satisfaction rather than dissatisfaction. The information may provide some indications of where the College might do a better job of

designing administrative procedures and providing academic and student services that are sensitive to student needs.

Student Service Usage

Students were asked about their knowledge and use of 16 student services. These services are included in Table 6 along with the percentage of overall students who did not know about the service.

TABLE 6

Percentage of Respondents Who Were Unaware of Student Service

Service	% of Respondents Unaware of Service
Center on Disability	42.7
Personal Counseling	36.1
Health Career Services	24.9
Career Planning	20.2
Job Placement	13.4
Student Activities	12.0
Food Services - Vending Machines	10.7
Recreational/Athletic Programs	9.8
Academic and Career Counseling	8.1
Library Facilities and Services	4.2
Tutoring (Learning Lab)	3.9
Financial Aid	2.4
Academic Advising	1.9
Parking Facilities	1.9
Food Services - Cafeteria	1.5
Bookstore	0.7

There was a high recognition among survey respondents of most of the listed services. Virtually all of the students were aware of the Bookstore, Food Services, Academic Advising, Financial Aid, ERC and Tutoring Services.

Figures 4 through 18 indicate the overall level of usage associated with each of the services and the percentage of satisfied and unsatisfied freshmen and sophomores.

The bookstore, library facilities, food services, academic advising, financial aid and tutoring services were used by at least half of the survey respondents. Very small numbers of survey respondents used the disability center, personal counseling, career planning, health care, job placement, athletic and student activity services.

There are several types of services that appear to be legitimate avenues towards the achievement of student goals. For example, career planning and academic career counseling would help students' progress in many of the job-related goal areas. It is therefore surprising that so few of the respondents used career planning or academic career counseling services given the high-level of interest associated with job-related goals.

Likewise, the level of involvement in student activities and recreational programs is not consistent with the level of student social goal expectations.

The data suggests that the institution should place more emphasis on identifying the enrollment goals that individual students have and insuring students' understandings of the available College services that would relate directly to their objectives.

Patterns of satisfaction shown in Figures 4 through 18 (Appendix A) parallel the information in Figure 3. Overall, the students who used these services were pleased with the quality, freshmen slightly more so than sophomores in most cases.

Lesser levels of satisfaction were associated with job placement, food services, parking facilities, financial aid and academic career counseling.

Virtually, every student who used the ERC, the Center for Disability, Personal Counseling, and Tutoring was satisfied with these services.

Services with the largest freshmen/sophomore differences were parking facilities, financial aid, academic and career counseling, food services and student activities.

Conclusions

This study substantiates much that we already know about our on-campus students, either through our independent observations previous student surveys. They are extremely heterogeneous, not only demographically, but also in terms of degree aspirations and expectations for growth.

Students are hopeful that CCP will provide them with opportunities to grow in a wide variety of ways, in both traditional (development of career-related or transfer skills) and non-traditional areas (personal and social skills).

In general, freshmen/sophomore goal expectations are more similar than dissimilar constituting a balanced blend of academic, personal, social and economic expectations. Sophomores, for the most part, had fewer expectations than freshmen, possibly due to the achievement of goals over time.

If differences in freshmen/sophomore levels of goal achievement can be used as measures of institutional effectiveness, it appears that areas of greatest effectiveness from the students perspective are the improvement of socio-economic status, the chances for raise or promotion, development of clearer career goals, transfer, meeting new people, development of self-confidence and independence.

Areas in which effectiveness is unclear include the ability to critically evaluate, understanding the community in which they live, interpersonal skills, intellectual curiosity, and active participation in community activities. These were all areas of student interest; however, freshmen/sophomore achievement patterns were inconsistent with the concept of student gain.

In general, students appear to be satisfied with the overall quality of academic and support services at the College. Higher levels of freshmen satisfaction over most surveyed areas seems to indicate the College is more effective in meeting the needs of students who have been here for shorter periods of time.

Student service usage patterns are not entirely consistent with student goal expectations. In some cases, the level of student service usage in an area that would seem to be conducive to student growth in a particular goal area appears to be disproportionately low when compared to student expectations for growth in that area. More of an effort should be made to assist students in identifying appropriate services that would encourage achievement in areas of interest.

lm:03/20/87

APPENDIX

GOALS

Figure1
These goals are important to me at this time

	X^2_1	0 10 20 30 40 50 60 70 80 90 100	
1..Discover jobs in which I might be interested	3.80	s--f	1
2..Prepare for a new job	0.01	sf	2
3..Improve knowledge and skills needed for my current job	15.03	s--f	3
4..Improve my chances for a raise or promotion at my current job	0.92	f-s	4
5..Take courses that will transfer to another college	57.01***	s---f	5
6..Study new and different subjects	2.52	s--f	6
7..Get my GED (Graduate Equivalency Diploma)	0.10	sf	7
8..Strengthen my basic skills, such as reading or math	4.45	s--f	8
9..Increase my self-confidence	9.80**	s--f	9
10.Reduce my dependence on other people	5.28*	s--f	10
11.Meet new and interesting people	1.34	s-f	11
12.Improve my socio-economic status	0.0	s	12
13.Broaden my understanding of my community/world	1.70	s--f	13
14.Develop the ability to critically evaluate ideas	0.78	s-f	14
15.Develop a sense of self-reliance and self-discipline	0.06	fs	15
16.Develop skills in expressing myself orally and in writing	0.02	fs	16
17.Develop an interest in, or openness to, new ideas	18.12***	s----f	17
18.Develop a clearer idea of my career goals and plans	24.16***	s---f	18
19.Develop a clearer or better understanding of myself as a person (my interest, talents, values)	2.58	f--s	19
20.Develop interpersonal skills, and the ability to relate to others	1.26	f--s	20
21.Develop intellectual curiosity	3.03	s--f	21
22.Prepare for active participation in community activities	0.09	s-f	22
23.Prepare for continued personal and intellectual growth after college	0.03	fs	23

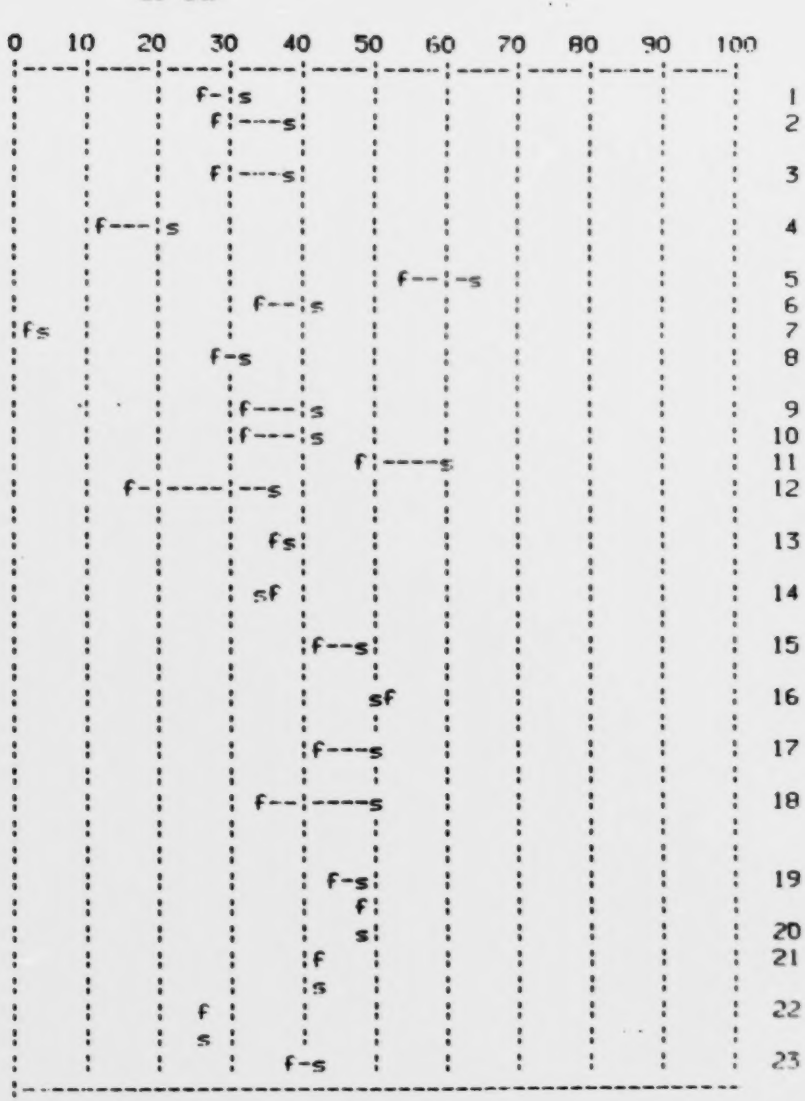
f=Freshmen
s=Sophomoe

* P < .05
** P < .01
*** P < .001

1. Chi square test statistic

GOALS

Figure 2
I am achieving or have achieved these goals while at CCP



	X_4^a	
1. Discover jobs in which I might be interested	0.26	1
2. Prepare for a new job	5.55*	2
3. Improve knowledge and skills needed for my current job	7.70**	3
4. Improve my chances for a raise or promotion at my current job	30.83***	4
5. Take courses that will transfer to another college	17.15***	5
6. Study new and different subjects	4.59*	6
7. Get my GED (Graduate Equivalency Diploma)	0.32	7
8. Strengthen my basic skills, such as reading or math	3.36	8
9. Increase my self-confidence	13.64***	9
10. Reduce my dependence on other people	10.78***	10
11. Meet new and interesting people	14.62***	11
12. Improve my socio-economic status	49.35***	12
13. Broaden my understanding of my community/world	0.21	13
14. Develop the ability to critically evaluate ideas	0.52	14
15. Develop a sense of self-reliance and self-discipline	1.85	15
16. Develop skills in expressing myself orally and in writing	0.61	16
17. Develop an interest in, or openness to, new ideas	8.33**	17
18. Develop a clearer idea of my career goals and plans	25.10***	18
19. Develop a clearer or better understanding of myself as a person (my interest, talents, values)	1.85	19
20. Develop interpersonal skills, and the ability to relate to others	0.07	20
21. Develop intellectual curiosity	0.01	21
22. Prepare for active participation in community activities	0.07	22
23. Prepare for continued personal and intellectual growth after college	2.01	23

f=Freshmen
s=Sophomoe

* P < .05
** P < .01
*** P < .001

1. Chi square test statistic

FIGURE 3

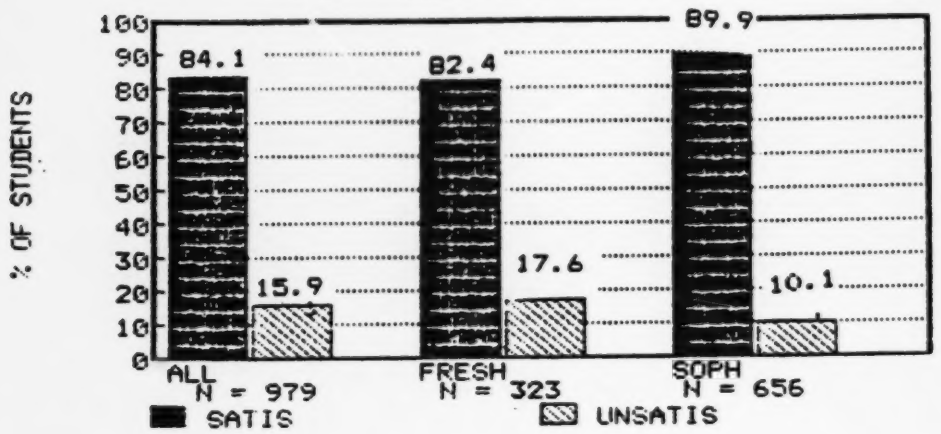
Please indicate the degree to which you agree or disagree with each of the following statements

	F RATIO	STRONGLY AGREE 1 / AGREE 2 / DISAGREE 3 / STRONGLY DISAGREE 4 SCALE	
1. I found admission procedures at CCP straightforward and easy to follow.	23.93***[1]	F S	1
2. I received an adequate orientation to CCP's facilities and services.	3.18	F S	2
3. Registration procedures at CCP are well planned and well organized.	96.03***	F-S	3
4. Most of the classes I need to take are offered at times when I am able to take them.	89.82***	F-S	4
5. My academic training prior to enrolling at CCP adequately prepared me for the demands of my current courses.	8.44**	FS	5
6. My respect for one or several faculty members at CCP has had a positive impact in urging me to continue my education here.	4.00*	FS	6
7. I am satisfied with the quality of instruction at CCP.	9.77**	FS	7
8. Generally, my instructors are available when I need them outside of class.	15.01***	FS	8
9. My instructors treat me with respect.	0.29	FS	9
10. I am satisfied with the variety of courses offered at CCP.	28.84***	FS	10
11. My academic advidor has helped me to choose appropriate courses.	0.0	F S	11
12. The counseling services offered at CCP have been helpful to me.	8.08**	F-S	12
13. Learning Lab services have helped me to succeed in my courses.	20.50***	SF	13
14. I am getting the information and guidance I need to prepare to transfer to a four-year college.	17.38***	FS	14
15. I am receiving the assistance I need to develop an understanding of the job market and establish career goals.	13.55***	FS	15
16. CCP does a good job of relaying information on services and activities to students.	16.86***	F-S	16
17. CCP offers enough variety in extraurricular activities.	5.59*	F S	17
18. I frequently attend CCP-sponsored cultural programs.	14.82***	F-S	18
19. I am involved in campus activities as I would like to be.	2.96	FS	19
20. There are enough places to go on campus when I want a quiet place to study.	46.27***	F--S	20
21. There are adequate places at CCP for me to relax and meet with my friends.	37.83***	F--S	21

* P >.05
** P >.01
*** P >.001

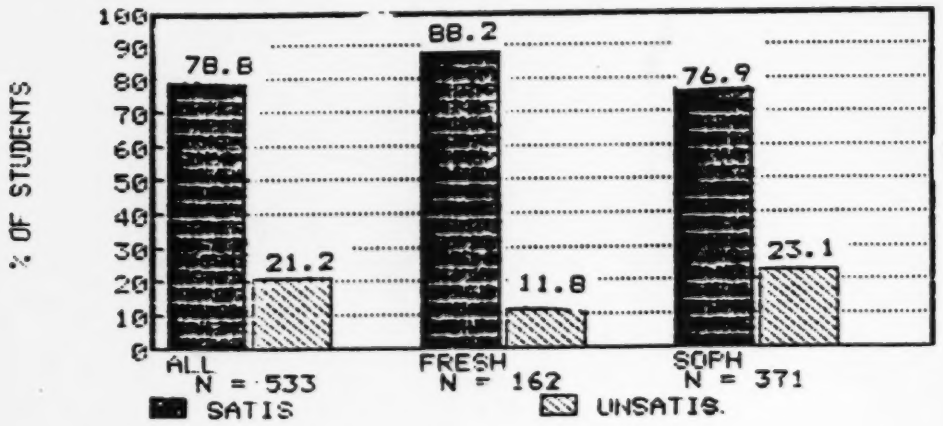
1. Based on Results of Scheffe Tests

FIG-4 USED ACADEMIC ADVISING



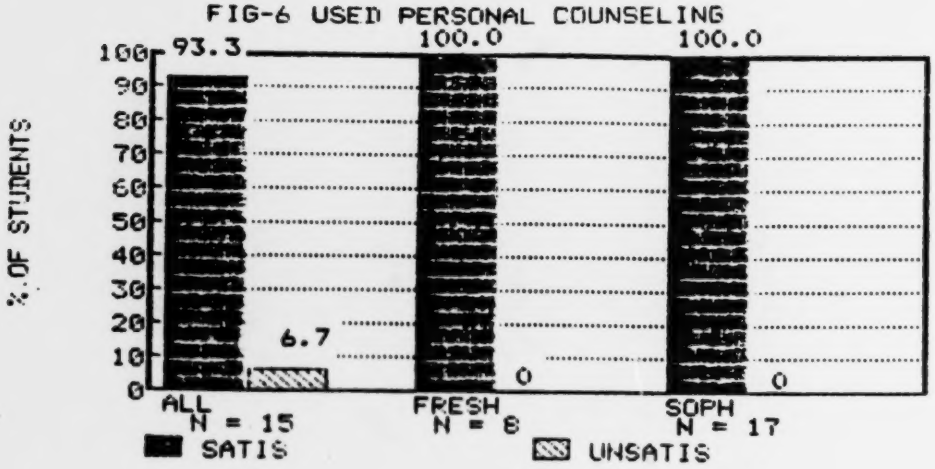
USAGE INDEX = 71.5

FIG-5 USED ACADEMIC CAREER COUNSELING



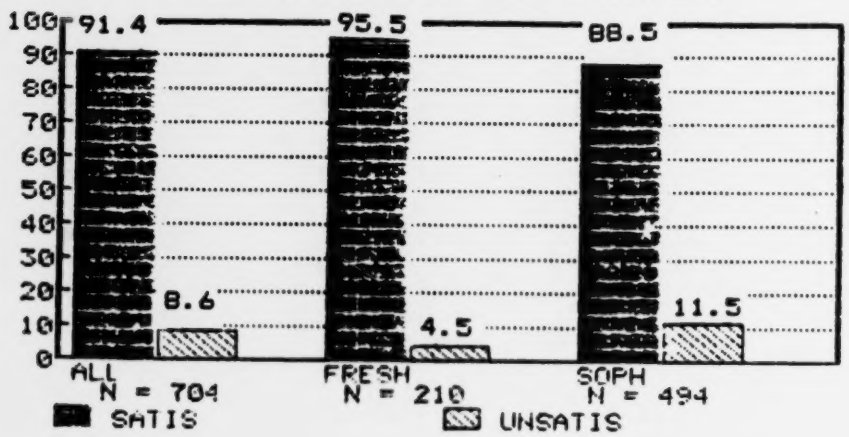
USAGE INDEX = 39.0

FIG-6 USED PERSONAL COUNSELING



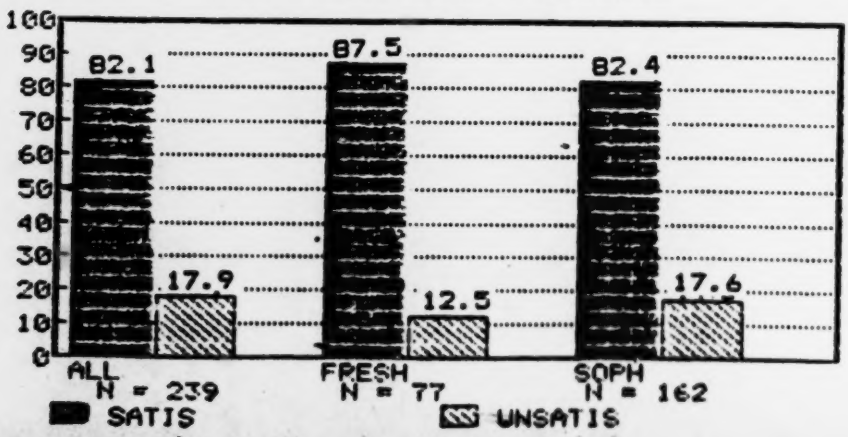
USAGE INDEX = 1.0

FIG-7 USED TUTORING-LEARNIGN LAB



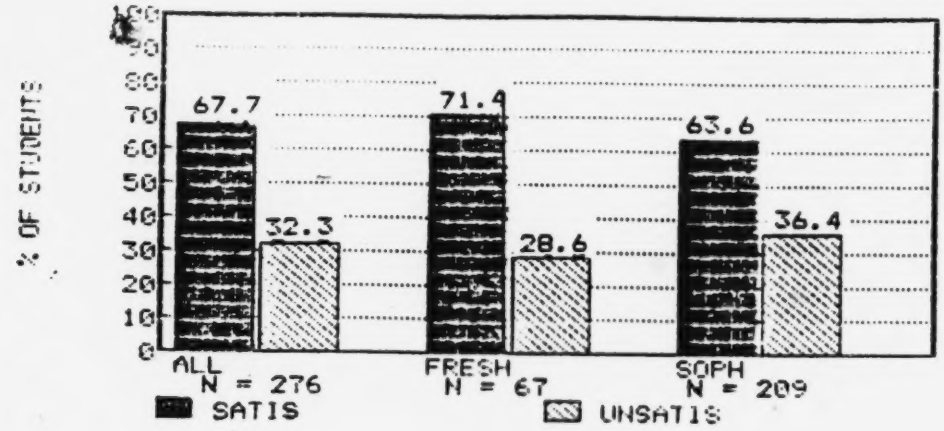
USAGE INDEX = 51.5

FIG-8 USED CAREER PLANNING



USAGE INDEX = 17.2

FIG-9 USED JOB PLACEMENT



USAGE INDEX = 20.2

FIG-10 USED RECREATIONAL ATHLETIC PROGRAM

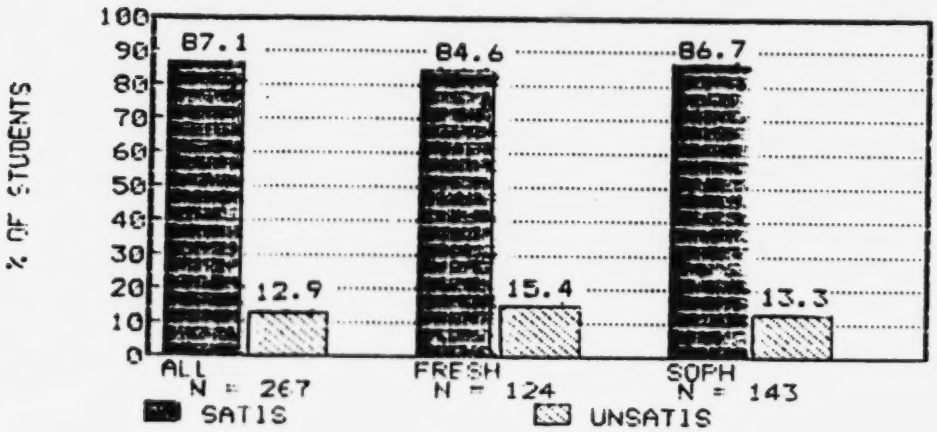


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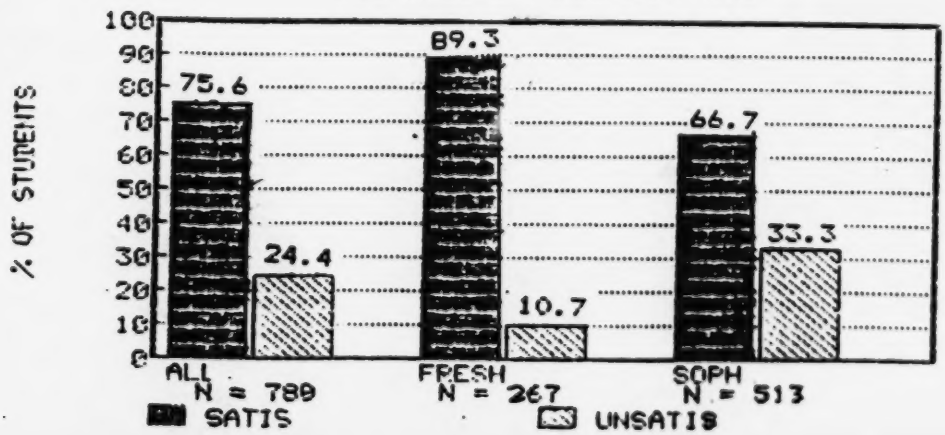
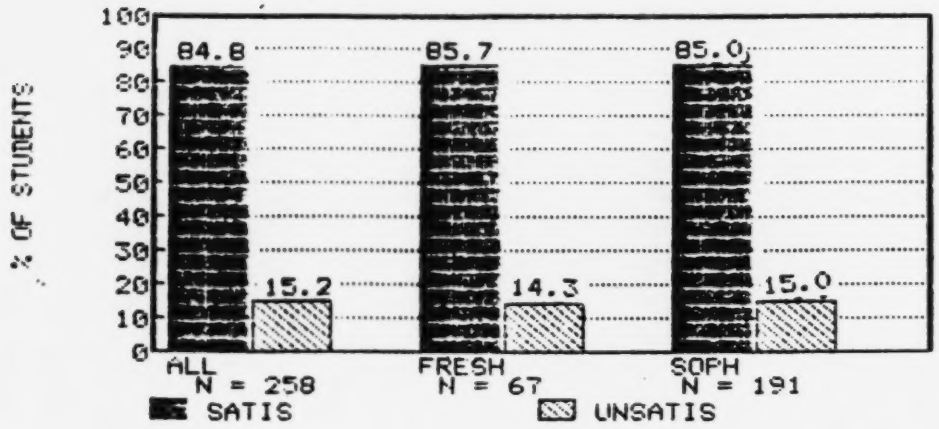
FIG-11 USED FINANCIAL AID



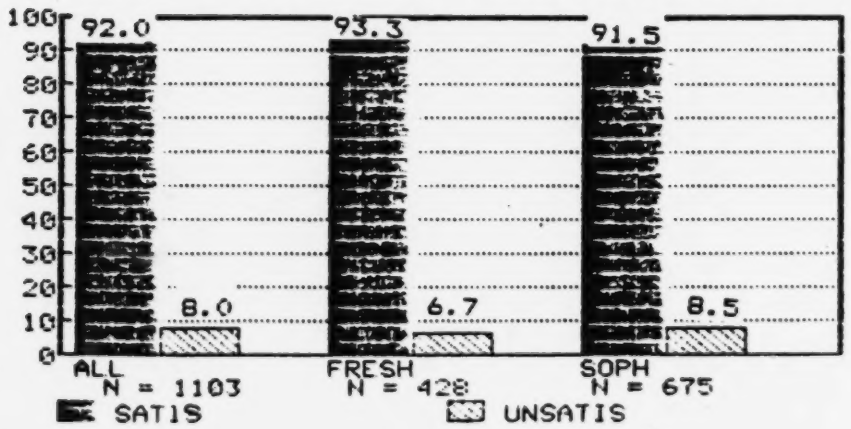
USAGE INDEX = 57.1

FIG-14 USED HEALTH CARE SERVICES



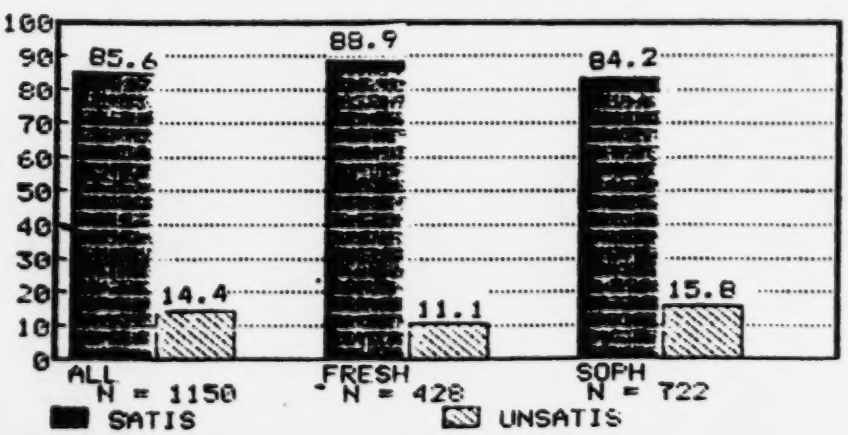
USAGE INDEX = 18.9

FIG-15 USED LIBRARY FACILITIES SERVICES



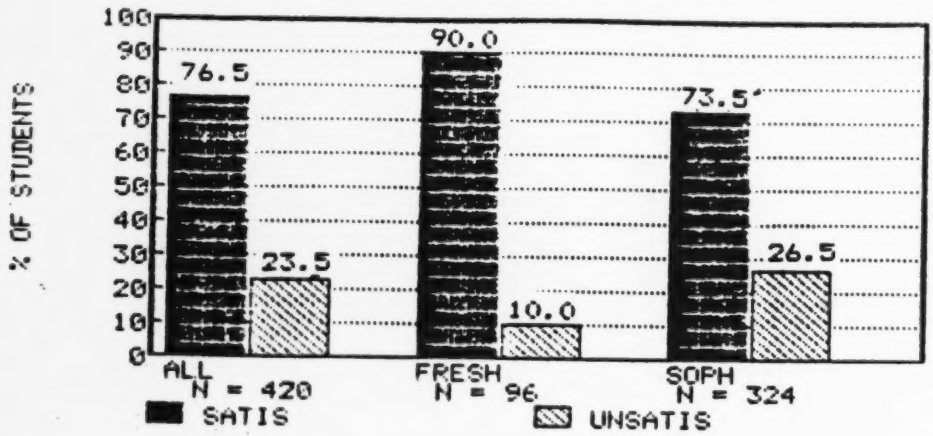
USAGE INDEX = 81.0

FIG-16 USED BOOK-STORE



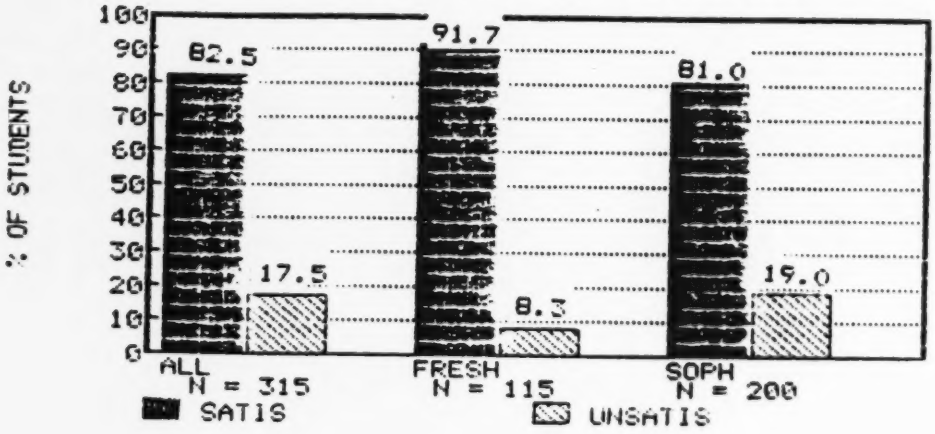
USAGE INDEX = 84.1

FIG-17 USED PARKING FACILITIES



USAGE INDEX = 30.7

FIG-18 USED STUDENT ACTIVITIES



USAGE INDEX = 23.1

FIG-12 USED FOOD SERVICES-CAFE-SNACK-BAR

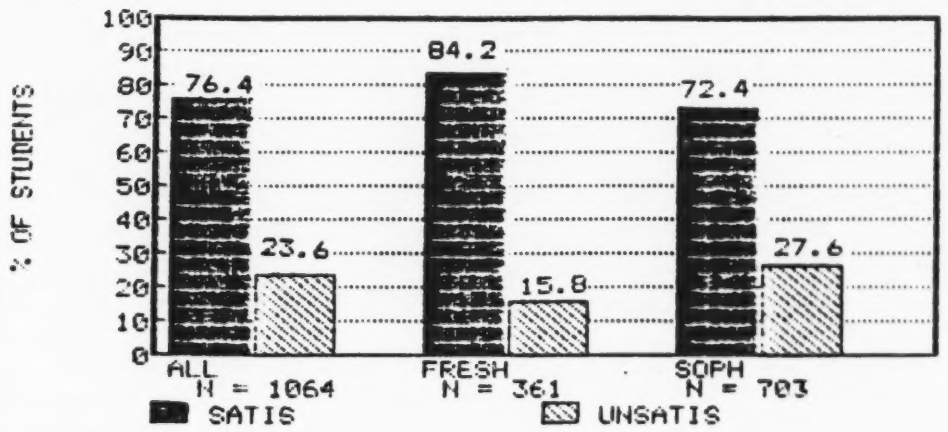


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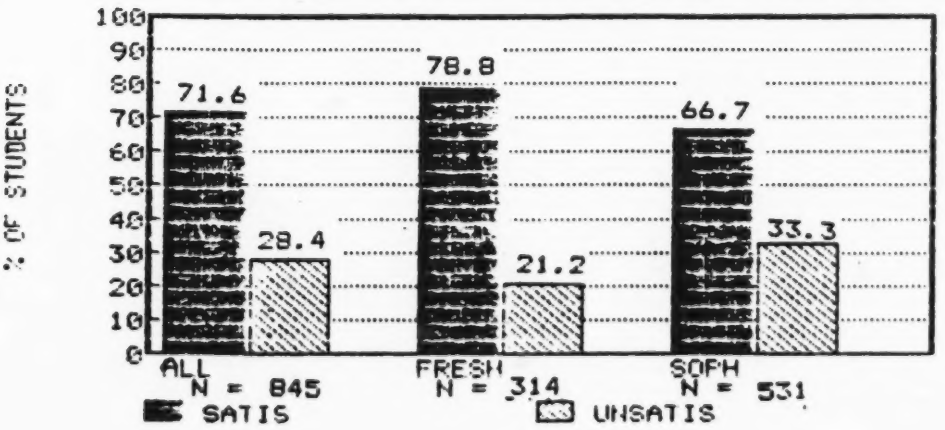
FIG-13 USED FOOD SERVICES-VENDING-MACHIN



USAGE INDEX = 61.7

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CCP

Current Student Assessment of Goal Achievement & Support Services: Subpopulation Analysis by Race and Program

JANE GROSSET
Institutional Research
Report #37A

December, 1987

Introduction

This report is a companion piece to Institutional Research Report #37 entitled "Current Student Assessment of Goal Achievement and Academic and Student Support Services - Spring, 1986."

The study involved a range of issues. As a result, the enclosed tables contain a large amount of information. Current students were asked to respond to a number of questions related to their goals for enrolling at the College, their progress on those goals, and their assessment of the support provided by CCP in and out of the classroom toward the achievement of their goals. The results have been presented in two ways: on the basis of students' reported race/ethnic backgrounds (White, Black, Hispanic or Asian) and, on the basis of the program cluster into which the student was enrolled. Programs for the purposes of this study were clustered into five categories: Transfer, General Studies, Business, Allied Health, and career programs other than Business or Allied Health. The data clearly demonstrate that the experiences and goal accomplishments of students in the various ethnic and program clusters vary. For both breakdowns, sophomore students (earned 25 credits or more) were separated from freshmen students.

The white student experience at CCP is different from the minority student experience, both in terms of reasons for enrolling and in terms of goals which are accomplished. Current minority student initiatives should consider the differences apparent in this data. Similarly, students in various program clusters appear to value different goals and accomplish different goals. Individuals responsible for program planning and evaluation within one of the program clusters need to assess this data to see whether or not the student goal accomplishments and the student assessments of their reasons for enrolling at the College are consistent with those intended for the program area. In presenting the data, an attempt to highlight some of the key differences among various subpopulations in the data has been made. However, there are other relationships not highlighted which may be of more importance to some readers. Because of the wide range of data elements that are included in the following tables, we would urge the reader to identify a few key areas of concern, e.g., general education issues, and look at those responses which relate to that aspect of the student's development.

The Office of Institutional Research will work with staff who may be interested in presenting the data in a different fashion or looking at the results along different dimensions than were presented in the following tables.

The data in this report were analyzed using the same approach as reported in I.R. Report #37. The methodological details of the study are not repeated. If interested in details of this type, the reader is referred to pages four through seven of Report #37.

Part I
Response to the Current Student Survey
by Race/Ethnic Subgroup

Freshmen Expectations

For the purposes of this study, freshmen were defined as students who had completed fewer than 25 credits. Figure 1 shows the level of freshmen goal interest across 22 areas of potential student objectives. It should be noted that Hispanic and Asian responses are based on small samples and may therefore inappropriately represent unsurveyed Hispanic and Asian students. The median number of credits earned by Black freshmen in the sample was 15.0, 21.0 for White freshmen, 18.5 for Hispanics, and 21.0 for Asians.

The following are the most obvious trends in this data:

- Hispanic students attach a high level of importance to most of the goals (#1-10, #13-22).

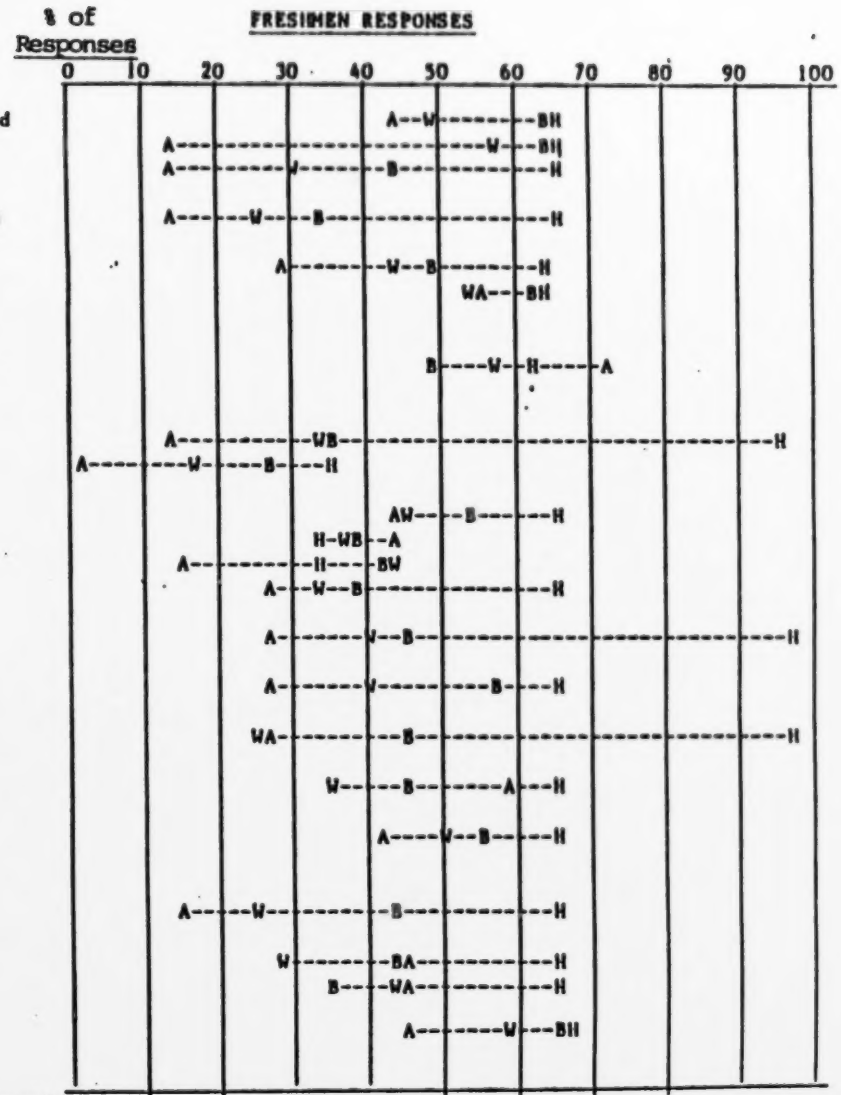
- Asian students have a narrower focus than the other student groups. They are principally interested in taking courses that will transfer to another college (#7) and developing an interest in, and openness to, new ideas (#19).

- Hispanic and Black freshmen attach greater importance to career goals (#1 through #6) than White and Asian freshmen.

- Asian and Hispanic student expectations are consistently different across most of the objectives.

- The four student groups are most homogeneous with regard to developing a clearer idea of career goals (#6) and reducing dependence on other people (#11).

Figure 1
These Goals Are Important to Me At This Time


GOALS
% of Responses
FRESHMEN RESPONSES
0 10 20 30 40 50 60 70 80 90 100
Overall % of Respondents
1. Discover jobs in which I might be Interested 1. 57.8
2. Prepare for a new job 2. 60.1
3. Improve knowledge and skills needed for my current job 3. 42.2
4. Improve my chances for a raise or promotion at my current job 4. 22.2
5. Improve my socio-economic status 5. 46.7
6. Develop a clearer idea of my career goals and plans 6. 66.7
7. Take courses that will transfer to another college 7. 60.0
8. Study new and different subjects 8. 40.0
9. Strengthen my basic skills, such as reading or math 9. 24.4
10. Increase my self-confidence 10. 55.6
11. Reduce my dependence on other people 11. 44.4
12. Meet new and interesting people 12. 44.4
13. Broaden my understanding of my community/world 13. 42.2
14. Develop the ability to critically evaluate ideas 14. 46.7
15. Develop a sense of self-reliance and self-discipline 15. 48.9
16. Develop skills in expressing myself orally and in writing 16. 40.0
17. Develop an interest in, or openness to, new ideas 17. 42.2
18. Develop a clearer or better understanding of myself as a person (my interests, talents, values) 18. 48.9
19. Develop interpersonal skills, and the ability to relate to others 19. 42.2
20. Develop intellectual curiosity 20. 40.0
21. Prepare for active participation in community activities 21. 40.0
22. Prepare for continued personal and intellectual growth after college 22. 60.0
B = Black W = White A = Asian H = Hispanic

Freshmen/Sophomore Achievement

Figures 2 and 3 contain freshmen and sophomore assessments of goal achievement while at CCP. Subgroup differences are reported separately for Blacks and Whites only.

Some interesting differences within and across groups follow.

- Black and white sophomore students reported more achievement than freshmen in each of the traditional career and transfer goal areas (#1 through #7).

- The biggest reported differences between freshmen and sophomore black students were the improvement of socio-economic status (#5) and development of clearer career goals and plans (#6).

- White freshmen/sophomore students registered the largest differences in taking courses for transfer (#7), improving knowledge and skills for a current job (#3), and preparing for a new job (#2).

- In less traditional areas of goal achievement, the largest freshmen/sophomore differences among white respondents were associated with developing an interest in, or openness to, new ideas (#17), developing a clearer understanding of self (#18), increasing self-confidence (#10), reducing dependence on other people (#11), and developing intellectual curiosity (#20).

- Among Black students, largest differences were associated with preparing for continued personal and intellectual growth after college (#22), strengthening basic skills (#19), meeting new and interesting people (#12), and increasing self-confidence (#10).

- Black freshmen/sophomore differences were greater than those reported by white freshmen/sophomores in the areas of strengthening basic skills (#8), meeting new and interesting people (#12), developing the ability to critically evaluate ideas (#14), preparing for continued personal and intellectual growth after college (#22), improving socio-economic status (#5), and developing a clearer idea of career goals and plans (#6).

- Freshmen/sophomore differences among white students were larger than black student differences with regard to transfer credit (#7), preparing for a new job (#2), improving skills for a current job (#3), developing an interest in, and openness to, new ideas (#17), developing a better understanding of self (#18), and developing intellectual curiosity (#20).

Figure 2

I am achieving or have achieved these transfer and economic goals while at CCP

GOALS

1. Discover jobs in which I might be interested
2. Prepare for a new job
3. Improve knowledge and skills needed for my current job
4. Improve my chances for a raise or promotion at my current job
5. Improve my socio-economic status
6. Develop a clearer idea of my career goals and plans
7. Take courses that will transfer to another college

F = Freshmen S = Sophomores

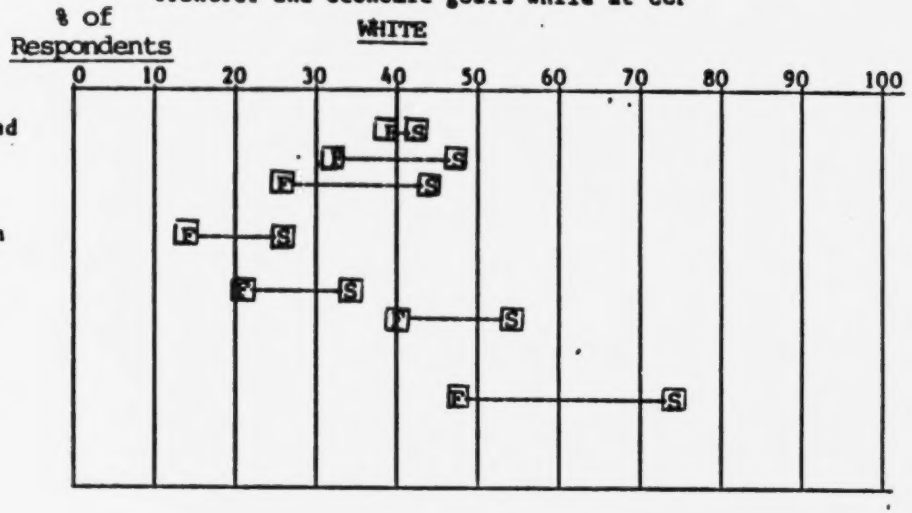
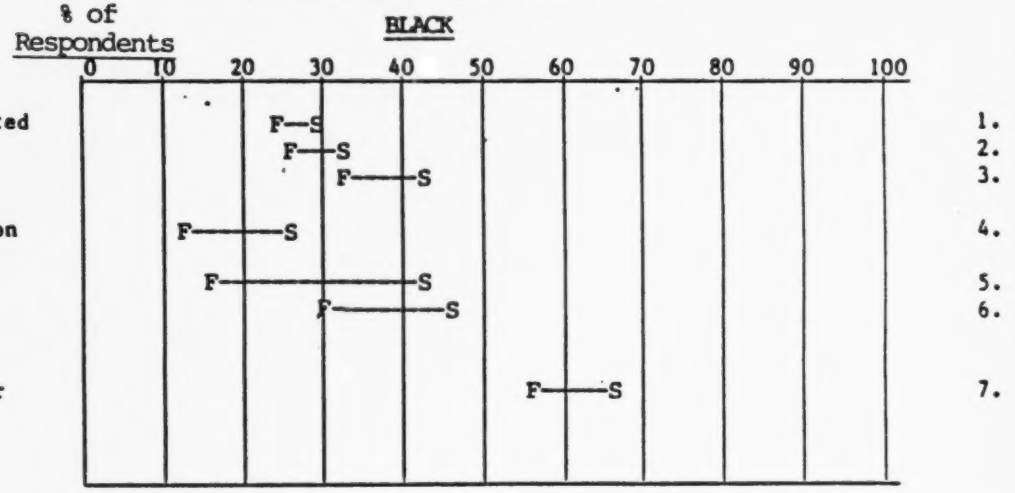


Figure 3

I am achieving or have achieved these transfer and economic goals while at CCP



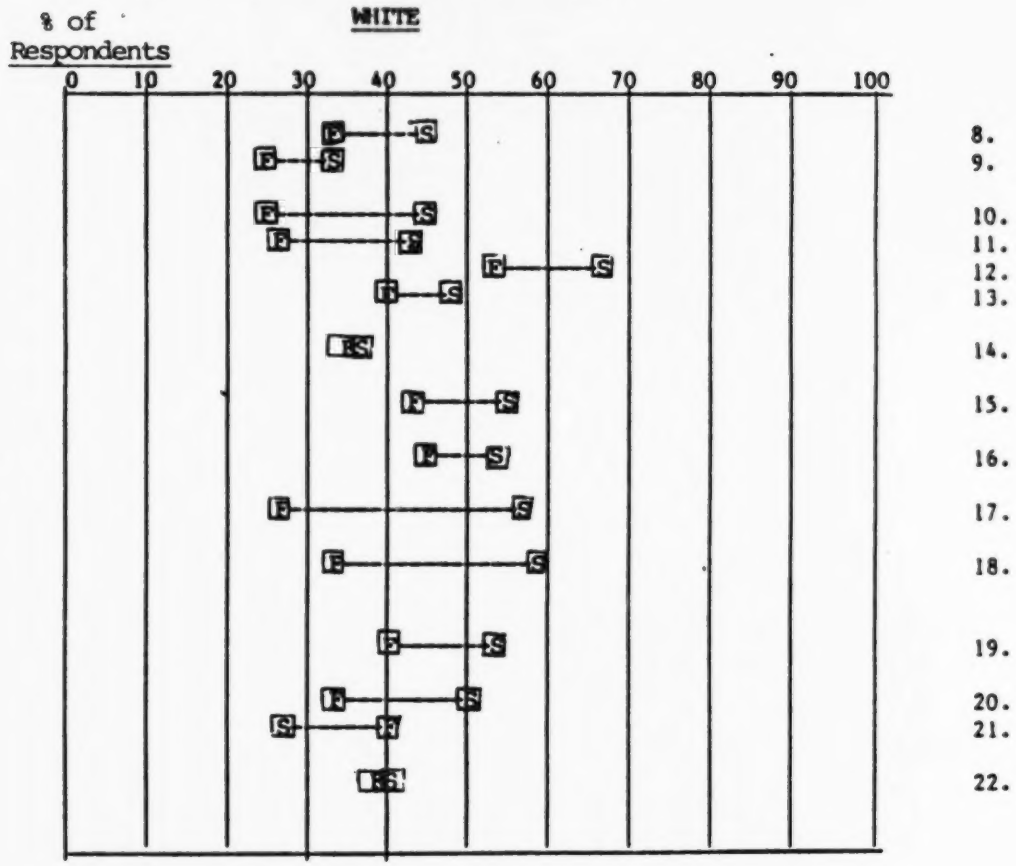
GOALS

1. Discover jobs in which I might be interested
2. Prepare for a new job
3. Improve knowledge and skills needed for my current job
4. Improve my chances for a raise or promotion at my current job
5. Improve my socio-economic status
6. Develop a clearer idea of my career goals and plans
7. Take courses that will transfer to another college

F = Freshmen S = Sophomores

Figure 2

I am achieving or have achieved these cognitive and social goals while at GCP



GOALS

8. Study new and different subjects
9. Strengthen my basic skills, such as reading or math
10. Increase my self-confidence
11. Reduce my dependence on other people
12. Meet new and interesting people
13. Broaden my understanding of my community/world
14. Develop the ability to critically evaluate ideas
15. Develop a sense of self-reliance and self-discipline
16. Develop skills in expressing myself orally and in writing
17. Develop an interest in, or openness to, new ideas
18. Develop a clearer or better understanding of myself as a person (my interests, talents, values)
19. Develop interpersonal skills, and the ability to relate to others
20. Develop intellectual curiosity
21. Prepare for active participation in community activities
22. Prepare for continued personal and intellectual growth after college

F = Freshmen S = Sophomores

Figure 3

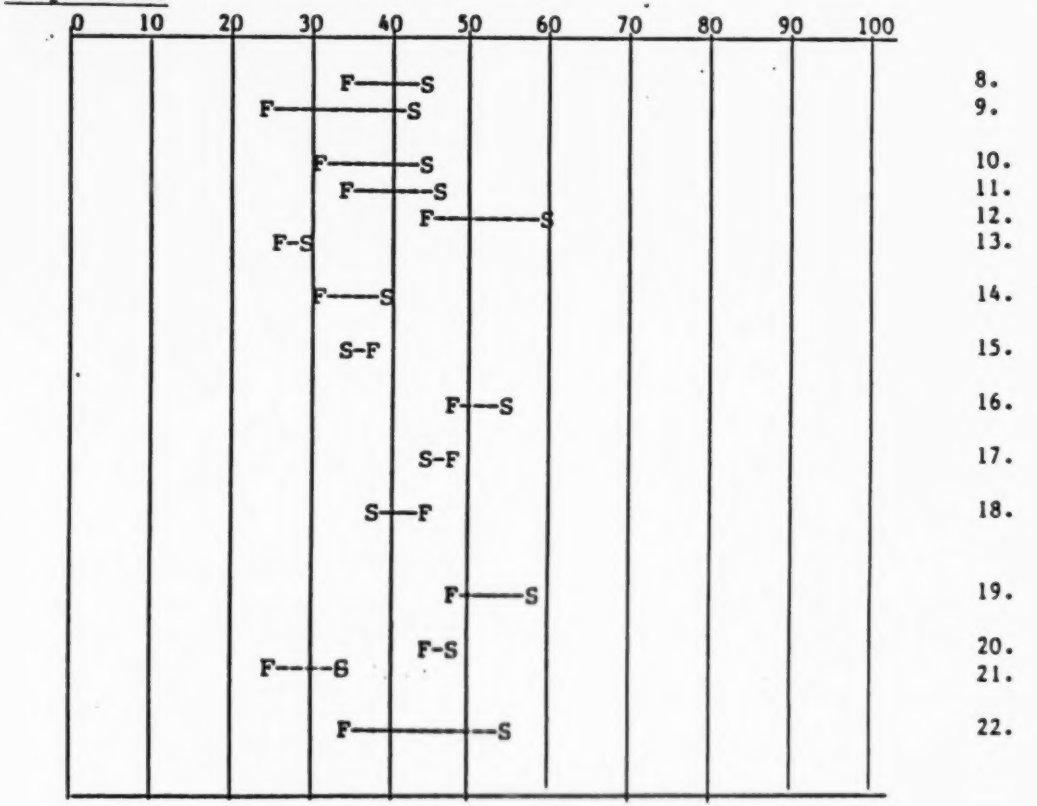
I am achieving or have achieved these cognitive and social goals while at CCP

BLACK

GOALS

8. Study new and different subjects
9. Strengthen my basic skills, such as reading or math
10. Increase my self-confidence
11. Reduce my dependence on other people
12. Meet new and interesting people
13. Broaden my understanding of my community/world
14. Develop the ability to critically evaluate ideas
15. Develop a sense of self-reliance and self-discipline
16. Develop skills in expressing myself orally and in writing
17. Develop an interest in, or openness to, new ideas
18. Develop a clearer or better understanding of myself as a person (my interests, talents, values)
19. Develop interpersonal skills, and the ability to relate to others
20. Develop intellectual curiosity
21. Prepare for active participation in community activities
22. Prepare for continued personal and intellectual growth after college

F = Freshmen S = Sophomores



- Among black students, sophomores reported less achievement than freshmen in developing an understanding of self (#18), developing an interest in, and openness to, new ideas (#17), and developing a sense of self-reliance (#15).

- White sophomore students reported less achievement than freshmen in preparation for active participation in community activities (#21).

Sophomore Achievement

Figure 4 contains sophomore ratings of achievement for all four student subgroups. The median number of credits earned for Black sophomores in the sample was 47.5, 40.0 for White sophomores, 53.0 for Asians, and 57.0 for Hispanics.

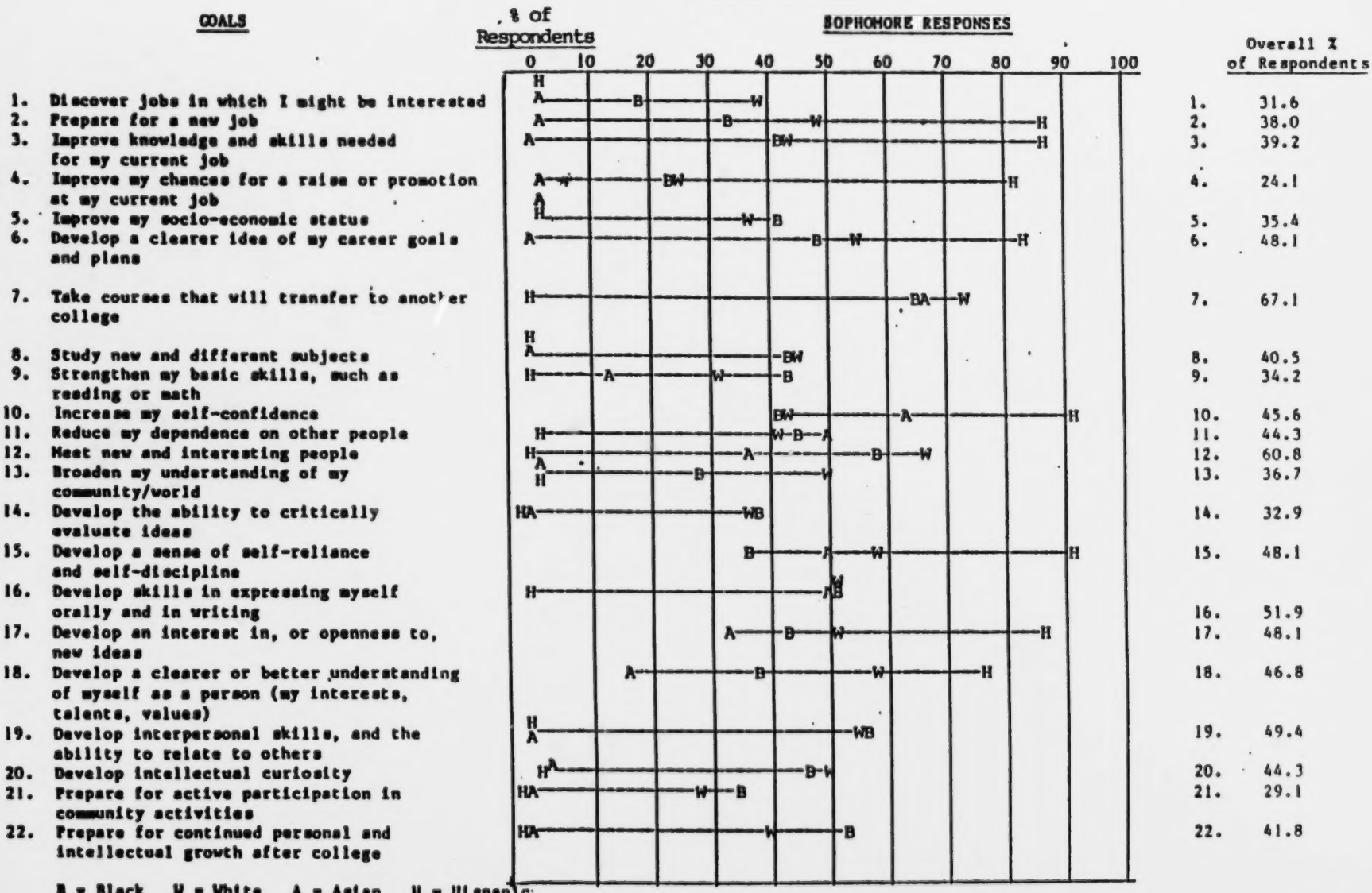
- White sophomores reported greatest achievement in preparing for transfer (#7), meeting new people (#12), developing self-reliance (#15), and better understanding of themselves (#18).

- Black sophomores were most successful in preparing to transfer (#7), meeting new people (#12), developing interpersonal skills (#19), preparing for continued personal growth (#22), and communication skills (#16).

- Overall, Asian sophomores reported less achievement than other ethnic groups. Their greatest self-reported progress was in the area of transfer (#7) and increasing self-confidence (#10).

- Career objectives (#2,3,4,6) were areas of greatest Hispanic sophomore achievement in traditional goal categories. In addition, they reported a great deal of progress in the following personal/social goal areas: increasing self-confidence (#10), developing self-reliance (#15), developing an openness to new ideas (#17), and developing a clearer understanding of self (#18).

Figure 4
I Am Achieving or Have Achieved These Goals While at CCP


GOALS
% of Respondents
SOPHOMORE RESPONSES
0 10 20 30 40 50 60 70 80 90 100
Overall % of Respondents
1. Discover jobs in which I might be interested 1. 31.6
2. Prepare for a new job 2. 38.0
3. Improve knowledge and skills needed for my current job 3. 39.2
4. Improve my chances for a raise or promotion at my current job 4. 24.1
5. Improve my socio-economic status 5. 35.4
6. Develop a clearer idea of my career goals and plans 6. 48.1
7. Take courses that will transfer to another college 7. 67.1
8. Study new and different subjects 8. 40.5
9. Strengthen my basic skills, such as reading or math 9. 34.2
10. Increase my self-confidence 10. 45.6
11. Reduce my dependence on other people 11. 44.3
12. Meet new and interesting people 12. 60.8
13. Broaden my understanding of my community/world 13. 36.7
14. Develop the ability to critically evaluate ideas 14. 32.9
15. Develop a sense of self-reliance and self-discipline 15. 48.1
16. Develop skills in expressing myself orally and in writing 16. 51.9
17. Develop an interest in, or openness to, new ideas 17. 48.1
18. Develop a clearer or better understanding of myself as a person (my interests, talents, values) 18. 46.8
19. Develop interpersonal skills, and the ability to relate to others 19. 49.4
20. Develop intellectual curiosity 20. 44.3
21. Prepare for active participation in community activities 21. 29.1
22. Prepare for continued personal and intellectual growth after college 22. 41.8
B = Black W = White A = Asian H = Hispanic

Assessment of Services

Figures 5 and 6 contain student ratings of a variety of CCP services.

- Overall, freshmen students rated CCP academic and student services higher than sophomores. This trend was more consistent among white student responses.

- Black freshmen and sophomore students were more satisfied than white students over most of the 21 items.

- Student activities (#15 through #18) were the least positively rated items by both student groups.

- White sophomore students also gave lower ratings to registration and admission procedures (#1, #12) and class availability (#3).

- Academic factors (#10, #11) received highest ratings across groups of students.

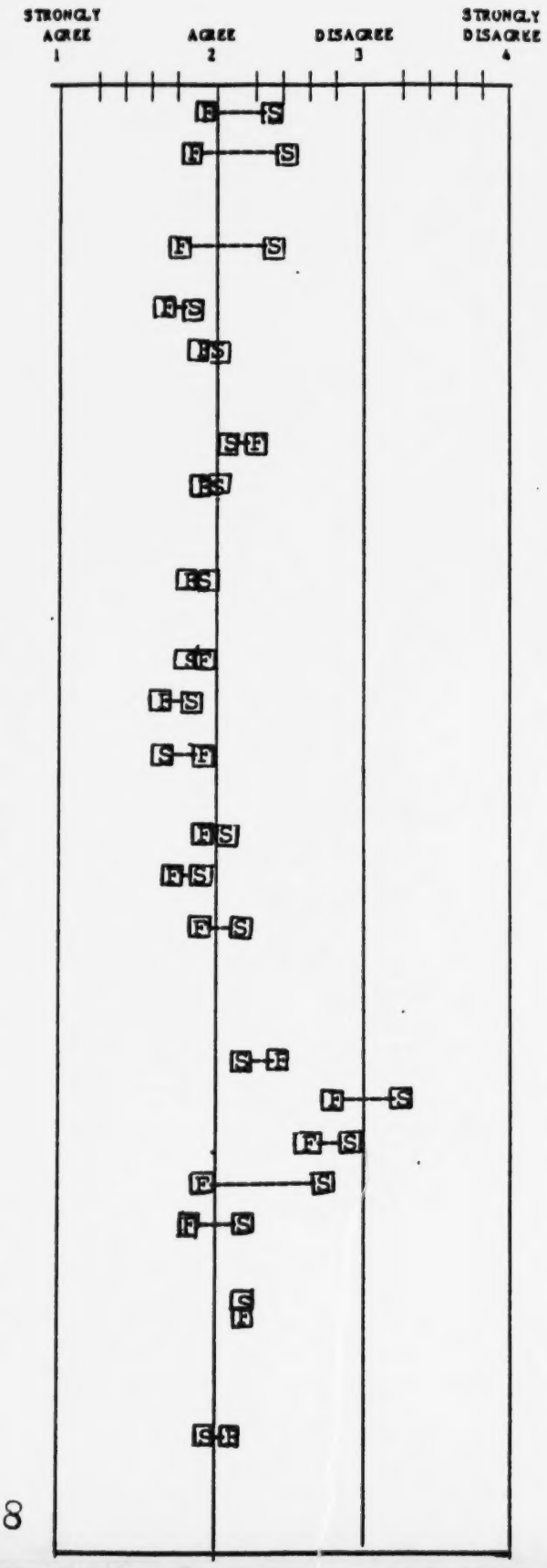
- White freshmen and sophomores assessed their academic training prior to CCP (#20) as less adequate than black freshmen and sophomores.

FIGURE 5

Please indicate the degree to which you agree or disagree with each of the following statements

White

SCALE



1. I found admission procedures at CCP straightforward and easy to follow.
2. Registration procedures at CCP are well planned and well organized.
3. Most of the classes I need to take are offered at times when I am able to take them.
4. I am satisfied with the variety of courses offered at CCP.
5. My academic advisor has helped me to choose appropriate courses.
6. I received an adequate orientation to CCP's facilities and services.
7. CCP does a good job of relaying information on services and activities to students.
8. My respect for one or several faculty members at CCP has had a positive impact in urging me to continue my education here.
9. I am satisfied with the quality of instruction at CCP.
10. Generally, my instructors are available when I need them outside of class.
11. My instructors treat me with respect.
12. The counseling services offered at CCP have been helpful to me.
13. I am getting the information and guidance I need to prepare to transfer to a four-year college.
14. I am receiving the assistance I need to develop an understanding of the job market and establish career goals.
15. CCP offers enough variety in extra-curricular activities.
16. I frequently attend CCP-sponsored cultural programs.
17. I am involved in campus activities as I would like to be.
18. There are enough places to go on campus when I want a quiet place to study.
19. There are adequate places at CCP for me to relax and meet with my friends.
20. My academic training prior to enrolling at CCP adequately prepared me for the demands of my current courses.
21. Learning Lab services have helped me to succeed in my courses.

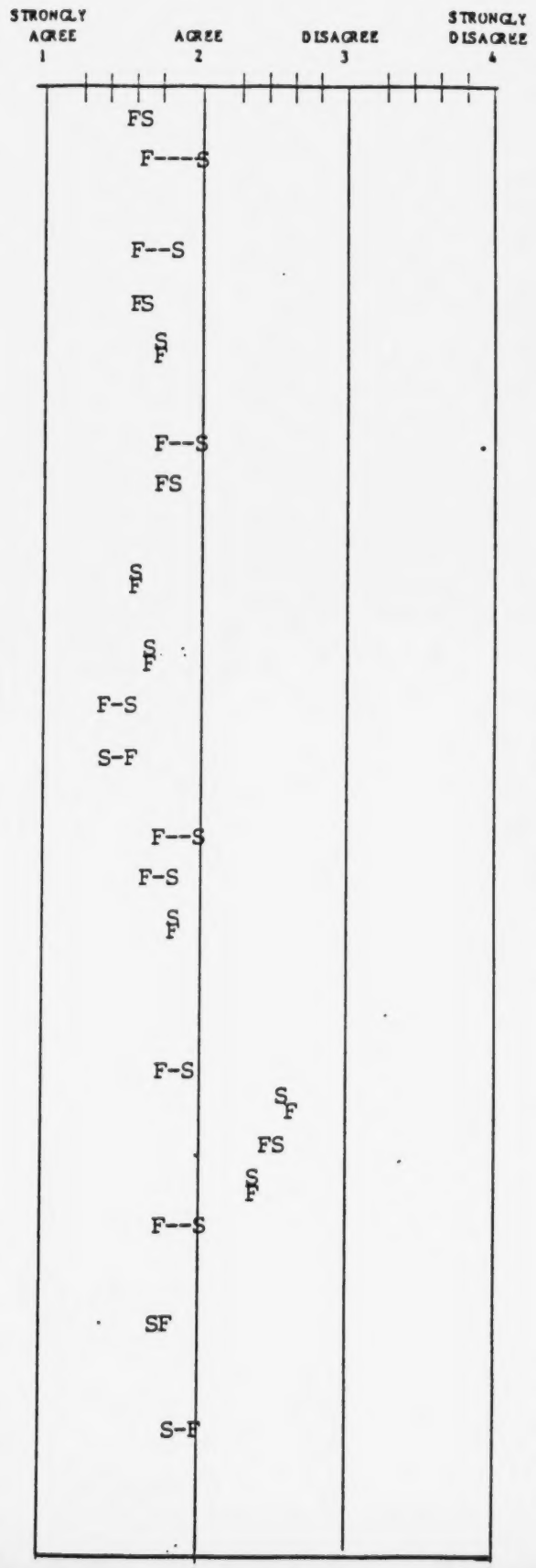
F = Freshmen S = Sophomores

FIGURE 6

Please indicate the degree to which you agree or disagree with each of the following statements

Black

SCALE



1. I found admission procedures at CCP straightforward and easy to follow.
2. Registration procedures at CCP are well planned and well organized.
3. Most of the classes I need to take are offered at times when I am able to take them.
4. I am satisfied with the variety of courses offered at CCP.
5. My academic advisor has helped me to choose appropriate courses.
6. I received an adequate orientation to CCP's facilities and services.
7. CCP does a good job of relaying information on services and activities to students.
8. My respect for one or several faculty members at CCP has had a positive impact in urging me to continue my education here.
9. I am satisfied with the quality of instruction at CCP.
10. Generally, my instructors are available when I need them outside of class.
11. My instructors treat me with respect.
12. The counseling services offered at CCP have been helpful to me.
13. I am getting the information and guidance I need to prepare to transfer to a four-year college.
14. I am receiving the assistance I need to develop an understanding of the job market and establish career goals.
15. CCP offers enough variety in extra-curricular activities.
16. I frequently attend CCP-sponsored cultural programs.
17. I am involved in campus activities as I would like to be.
18. There are enough places to go on campus when I want a quiet place to study.
19. There are adequate places at CCP for me to relax and meet with my friends.
20. My academic training prior to enrolling at CCP adequately prepared me for the demands of my current courses.
21. Learning Lab services have helped me to succeed in my courses.

F = Freshmen S = Sophomores

Part II
Response to the Current Student Survey[1] by Program Subpopulations

Freshmen Expectations

Figure 7 shows the level of freshmen interest in the enrollment goals included in the study. Freshmen were defined as students who completed less than 25 credits at the time of the survey. Since so few of the Allied Health students enter these programs directly, none of the Allied Health students in the sample met this criterion. Allied Health freshmen responses are therefore absent from this figure. Of the remaining curricular groups sampled, Transfer[2] freshmen had earned the most credit hours (median = 24.0), followed by Career freshmen (median = 22.5). Both General Studies and Business freshmen had median credits of 15.0.

- Business freshmen were most interested in career-related objectives (#1 through 6), and the least interested of the groups in transfer (#7) and personal/social objectives, with the exception of developing a better understanding of self (#18).

- Career (Non-Business, Non-Allied Health) freshmen were most distinct from other students in their interest in developing an openness to new ideas (#17). Other areas of interest for these students were the development of clearer career goals (#6), transfer (#7), preparation for a new job (#2), discovering jobs of interest (#1), increasing self-confidence (#10), and understanding their community (#13).

- Transfer students were set apart from other students by their interest in preparing for continued intellectual growth (#22), transfer (#7), discovering jobs (#1), and developing the ability to critically evaluate ideas (#14).

- General Studies students were less interested than the other groups in career-related objectives, other than improving their socio-economic status (#5). Increasing self-confidence (#10) was most important to them, followed by an interest in transfer (#7), reducing dependence on others (#12), and developing clearer career goals (#6).

1) Transfer Curricula include Art, Arts and Sciences, Associate in Arts, Associate in Science, Engineering Science, Music and Pre-Education.

Career Curricula (Non-Business; Non-Allied Health) include Architectural Technology, Chem. Tech., Construction Technology, Early Childhood Education, Electronics Engineering, Fire Science, Interpreter Education, Justice, Library Technology, Mental Health Social Science, Photography and Public Management.

Freshmen/Sophomore Achievement

- The biggest General Studies sophomore/freshmen differences (Figure 8) were associated with transfer courses (#7), developing communication skills (#16), meeting new and interesting people (#12), improving socio-economic status (#5), and studying new and different subjects (#8).

- Sophomores in Business curricula (Figure 9) reported considerably more achievement than freshmen in Business curricula in preparation for active participation in community activities (#21), studying new subjects (#8), preparing for continued intellectual growth after college (#22), improving knowledge and skills for current job (#3), and discovering jobs of interest (#1).

- Sophomores in career curricula (Figure 10), other than Business or Allied Health, reported greater achievement than freshmen in these curricula in improving socio-economic status (#5), preparing for a new job (#2), and improving knowledge and skills needed for current job (#3).

- The biggest Transfer sophomore/freshmen differences (Figure 11) were associated with improving chances for a raise or promotion (#4) and improving socio-economic status (#5).

- General Studies sophomores reported greater achievement than General Studies freshmen over all areas of student objectives except for preparing for a new job (#2).

- Freshmen Business students reported greater achievement than sophomores in one traditional goal area, preparing for a new job (#2), and in four non-traditional areas: developing skills in expressing myself orally and in writing (#16), an interest in new ideas (#17), a better understanding of self (#18), and intellectual curiosity (#20).

- Sophomore transfer achievement exceeded freshmen achievement in only two traditional goals areas: improving socio-economic status (#5) and improving chances for a raise or promotion (#4), and in only four personal/social areas: developing self-discipline (#15), increasing self-confidence (#10), studying new subjects (#8), and strengthening basic skills (#9).

- Sophomores in career curricula other than Allied Health or Business achieved more than their freshmen cohorts in only two personal social goal areas: strengthening basic skills (#9) and preparing for continued intellectual growth (#22). They also reported greater achievement in the areas of transfer preparation (#7), discovering jobs of interest (#1), and developing clearer ideas of career goals (#6).

Figure 7
These Goals Are Important to Me At This Time

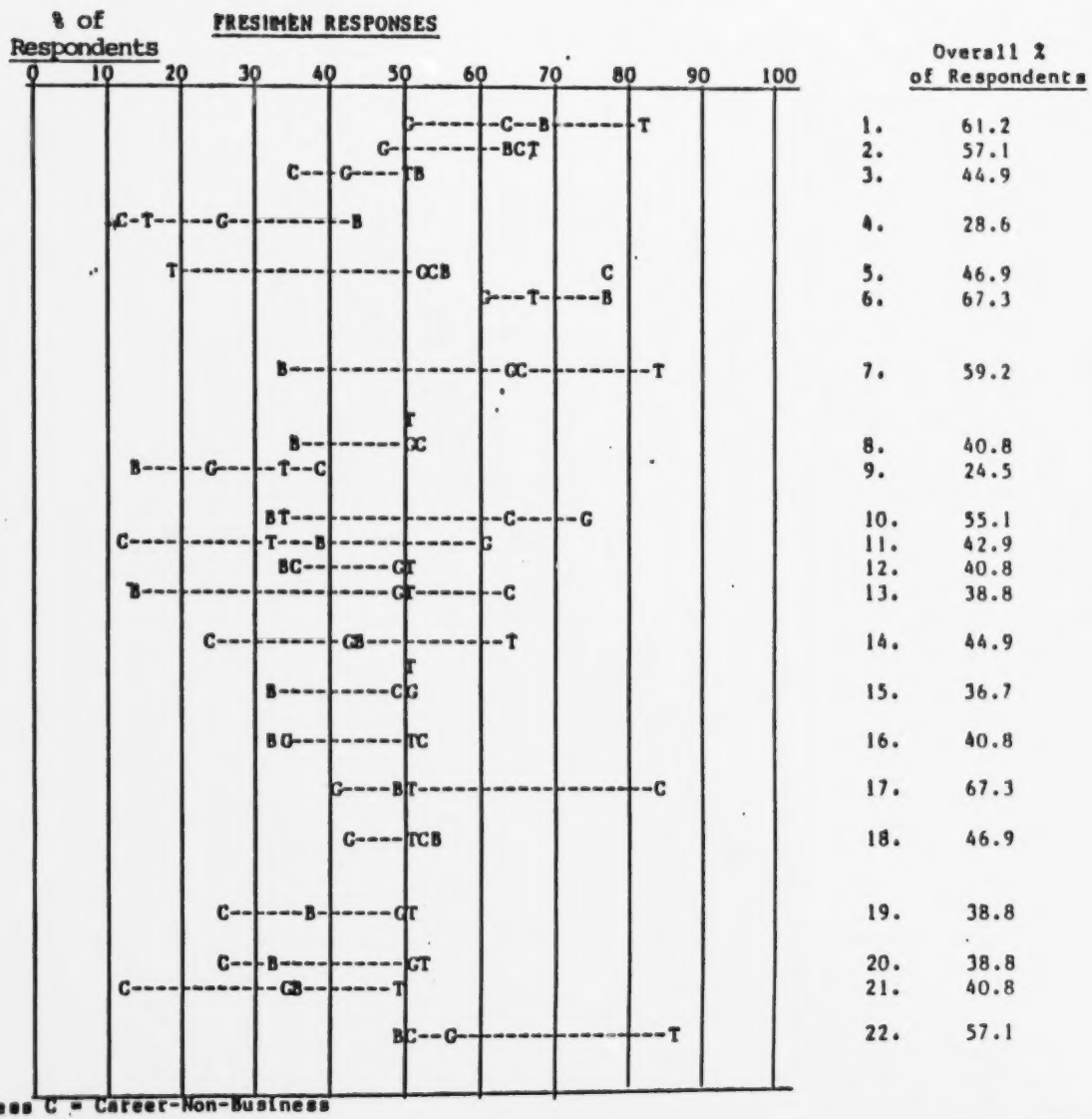

GOALS
% of Respondents
FRESHMEN RESPONSES
0 10 20 30 40 50 60 70 80 90 100
Overall % of Respondents
1. Discover jobs in which I might be interested 1. 61.2
2. Prepare for a new job 2. 57.1
3. Improve knowledge and skills needed for my current job 3. 44.9
4. Improve my chances for a raise or promotion at my current job 4. 28.6
5. Improve my socio-economic status 5. 46.9
6. Develop a clearer idea of my career goals and plans 6. 67.3
7. Take courses that will transfer to another college 7. 59.2
8. Study new and different subjects 8. 40.8
9. Strengthen my basic skills, such as reading or math 9. 24.5
10. Increase my self-confidence 10. 55.1
11. Reduce my dependence on other people 11. 42.9
12. Meet new and interesting people 12. 40.8
13. Broaden my understanding of my community/world 13. 38.8
14. Develop the ability to critically evaluate ideas 14. 44.9
15. Develop a sense of self-reliance and self-discipline 15. 36.7
16. Develop skills in expressing myself orally and in writing 16. 40.8
17. Develop an interest in, or openness to, new ideas 17. 67.3
18. Develop a clearer or better understanding of myself as a person (my interests, talents, values) 18. 46.9
19. Develop interpersonal skills, and the ability to relate to others 19. 38.8
20. Develop intellectual curiosity 20. 38.8
21. Prepare for active participation in community activities 21. 40.8
22. Prepare for continued personal and intellectual growth after college 22. 57.1
G = General Studies T = Transfer B = Business C = Career-Non-Business

Figure 8

I am achieving or have achieved these transfer and economic goals while at CCP

Business Students

GOALS

1. Discover jobs in which I might be interested
2. Prepare for a new job
3. Improve knowledge and skills needed for my current job
4. Improve my chances for a raise or promotion at my current job
5. Improve my socio-economic status
6. Develop a clearer idea of my career goals and plans
7. Take courses that will transfer to another college

F = Freshmen S = Sophomores

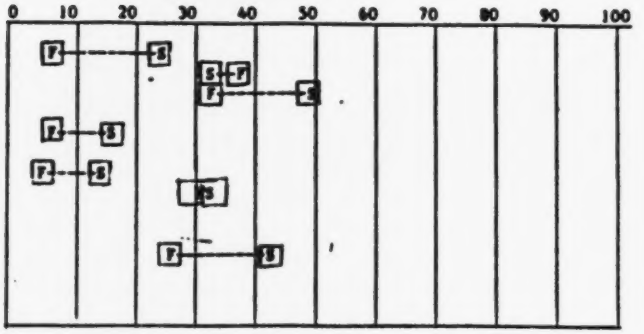


Figure 8

I am achieving or have achieved these cognitive and social goals while at CCP

Business Students

GOALS

8. Study new and different subjects
9. Strengthen my basic skills, such as reading or math
10. Increase my self-confidence
11. Reduce my dependence on other people
12. Meet new and interesting people
13. Broaden my understanding of my community/world
14. Develop the ability to critically evaluate ideas
15. Develop a sense of self-reliance and self-discipline
16. Develop skills in expressing myself orally and in writing
17. Develop an interest in, or openness to, new ideas
18. Develop a clearer or better understanding of myself as a person (my interests, abilities, talents, values)
19. Develop interpersonal skills, and the ability to relate to others orally and in writing
20. Develop intellectual curiosity
21. Prepare for active participation in community activities
22. Prepare for continued personal and intellectual growth after college

F = Freshmen S = Sophomores

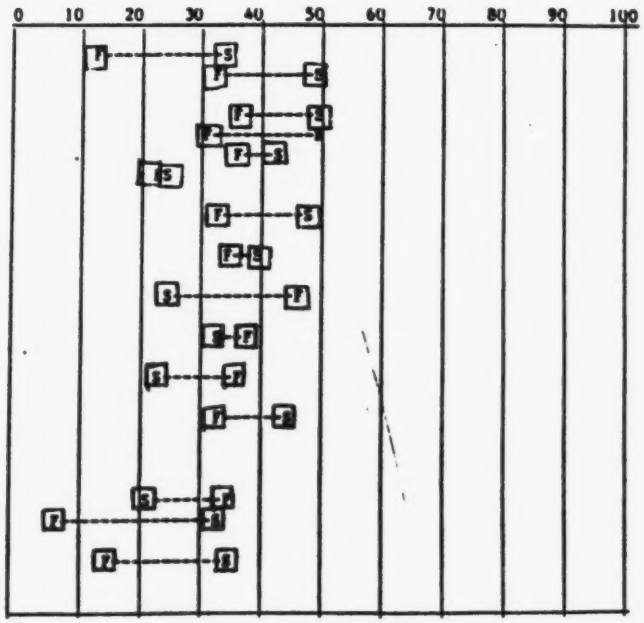


Figure 9

I am achieving or have achieved these transfer and economic goals while at CCP

Career Non-Business Curricula Students

GOALS

1. Discover jobs in which I might be interested
2. Prepare for a new job
3. Improve knowledge and skills needed for my current job
4. Improve my chances for a raise or promotion at my current job
5. Improve my socio-economic status
6. Develop a clearer idea of my career goals and plans
7. Take courses that will transfer to another college

F = Freshmen S = Sophomores

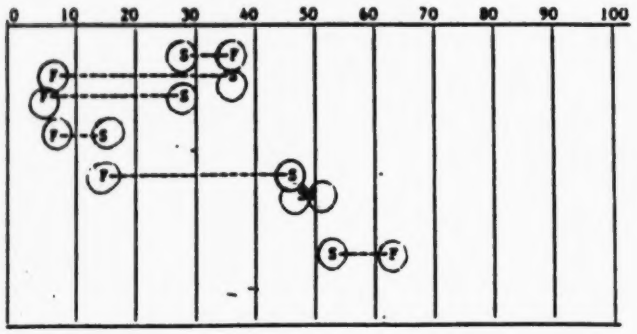


Figure 9

I am achieving or have achieved these cognitive and social goals while at CCP

Career Non-Business Curricula Students

GOALS

8. Study new and different subjects
9. Strengthen my basic skills, such as reading or math
10. Increase my self-confidence
11. Reduce my dependence on other people
12. Meet new and interesting people
13. Broaden my understanding of my community/world
14. Develop the ability to critically evaluate ideas
15. Develop a sense of self-reliance and self-discipline
16. Develop skills in expressing myself orally and in writing
17. Develop an interest in, or openness to, new ideas
18. Develop a clearer or better understanding of myself as a person (my interests,
19. Develop interpersonal skills, and the ability to relate to others orally and in writing talents, values)
20. Develop intellectual curiosity
21. Prepare for active participation in community activities
22. Prepare for continued personal and intellectual growth after college

F = Freshmen S = Sophomores

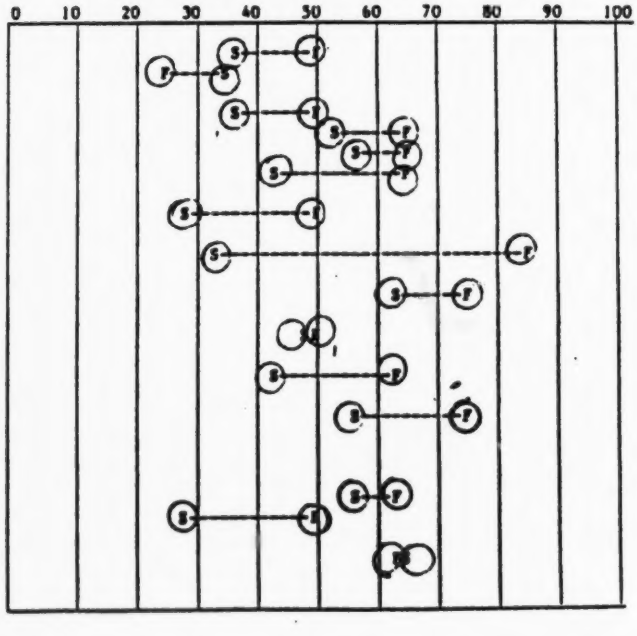


Figure 10

I am achieving or have achieved these transfer and economic goals while at CCP

General Studies Students

GOALS

1. Discover jobs in which I might be interested
2. Prepare for a new job
3. Improve knowledge and skills needed for my current job
4. Improve my chances for a raise or promotion at my current job
5. Improve my socio-economic status
6. Develop a clearer idea of my career goals and plans
7. Take courses that will transfer to another college

F = Freshmen S = Sophomores

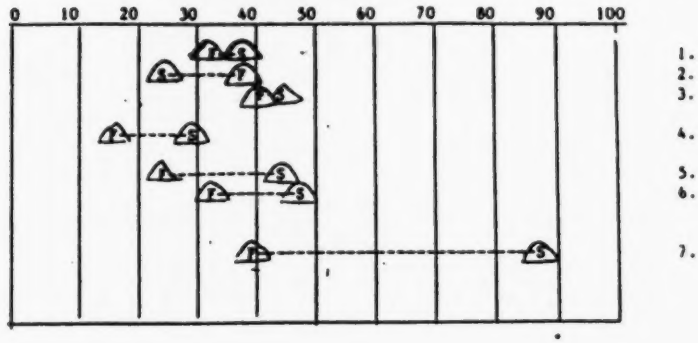


Figure 10

I am achieving or have achieved these cognitive and social goals while at CCP

General Studies Students

GOALS

8. Study new and different subjects
9. Strengthen my basic skills, such as reading or math
0. Increase my self-confidence
1. Reduce my dependence on other people
2. Meet new and interesting people
3. Broaden my understanding of my community/world
4. Develop the ability to critically evaluate ideas
5. Develop a sense of self-reliance and self-discipline
6. Develop skills in expressing myself orally and in writing
7. Develop an interest in, or openness to, new ideas
8. Develop a clearer or better understanding of myself as a person (my interests,
9. Develop interpersonal skills, and the ability to relate to others orally and in writing talents, values)
0. Develop intellectual curiosity
1. Prepare for active participation in community activities
2. Prepare for continued personal and intellectual growth after college

F = Freshmen S = Sophomores

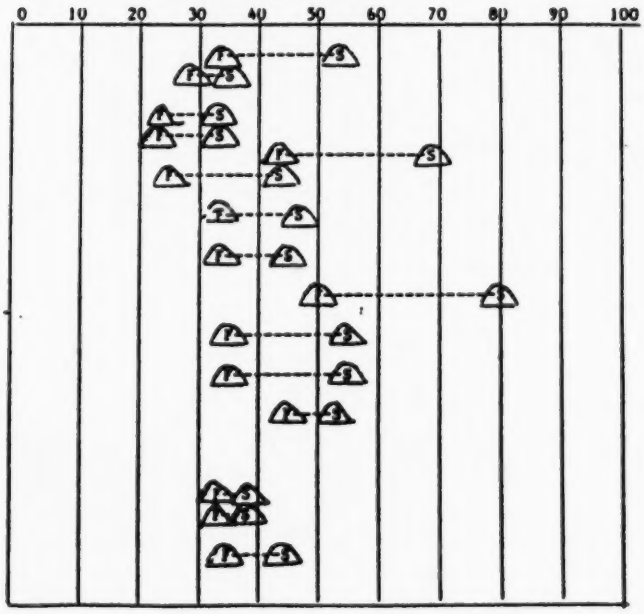


Figure 11

I am achieving or have achieved these transfer and economic goals while at CCP

Transfer Students

GOALS

1. Discover jobs in which I might be interested
2. Prepare for a new job
3. Improve knowledge and skills needed for my current job
4. Improve my chances for a raise or promotion at my current job
5. Improve my socio-economic status
6. Develop a clearer idea of my career goals and plans
7. Take courses that will transfer to another college

F = Freshmen S = Sophomores

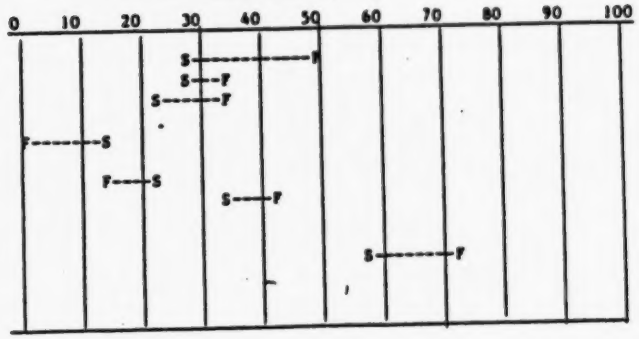


Figure 11

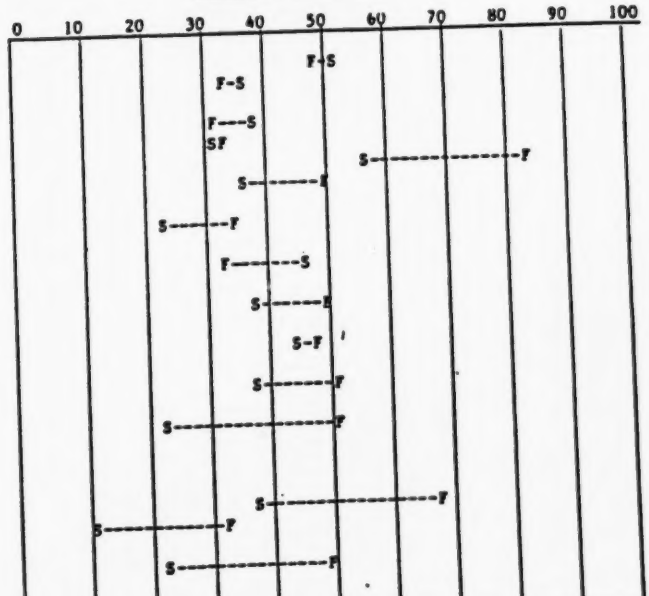
I am achieving or have achieved these cognitive and social goals while at CCP

Transfer Students

GOALS

8. Study new and different subjects
9. Strengthen my basic skills, such as reading or math
10. Increase my self-confidence
11. Reduce my dependence on other people
12. Meet new and interesting people
13. Broaden my understanding of my community/world
14. Develop the ability to critically evaluate ideas
15. Develop a sense of self-reliance and self-discipline
16. Develop skills in expressing myself orally and in writing
17. Develop an interest in, or openness to, new ideas
18. Develop a clearer or better understanding of myself as a person (my interests, abilities, talents, values)
19. Develop interpersonal skills, and the ability to relate to others orally and in writing
20. Develop intellectual curiosity
21. Prepare for active participation in community activities
22. Prepare for continued personal and intellectual growth after college

F = Freshmen S = Sophomores



Sophomore Achievement

Figure 12 contains sophomore responses for all curricular groups. Allied Health sophomores had completed considerably more credits (median = 63.0) at the time of the survey than any of the other sophomore groups. Business sophomores completed the fewest credits (median = 25.5). Transfer and Career sophomores were similar in terms of completed credits (Transfer: median = 40.0, Career: median = 43.0). General Studies sophomores had a median credit hour of 35.0

- Allied Health sophomores reported more overall achievement in career-related areas (#2, #3, #4, #6) than other sophomore cohorts. They also reported more achievement over a variety of personal/social objectives including meeting new people (#12), developing self-discipline (#15), developing a better understanding of self (#18), developing an openness to new ideas (#19), and increasing self-confidence (#10).

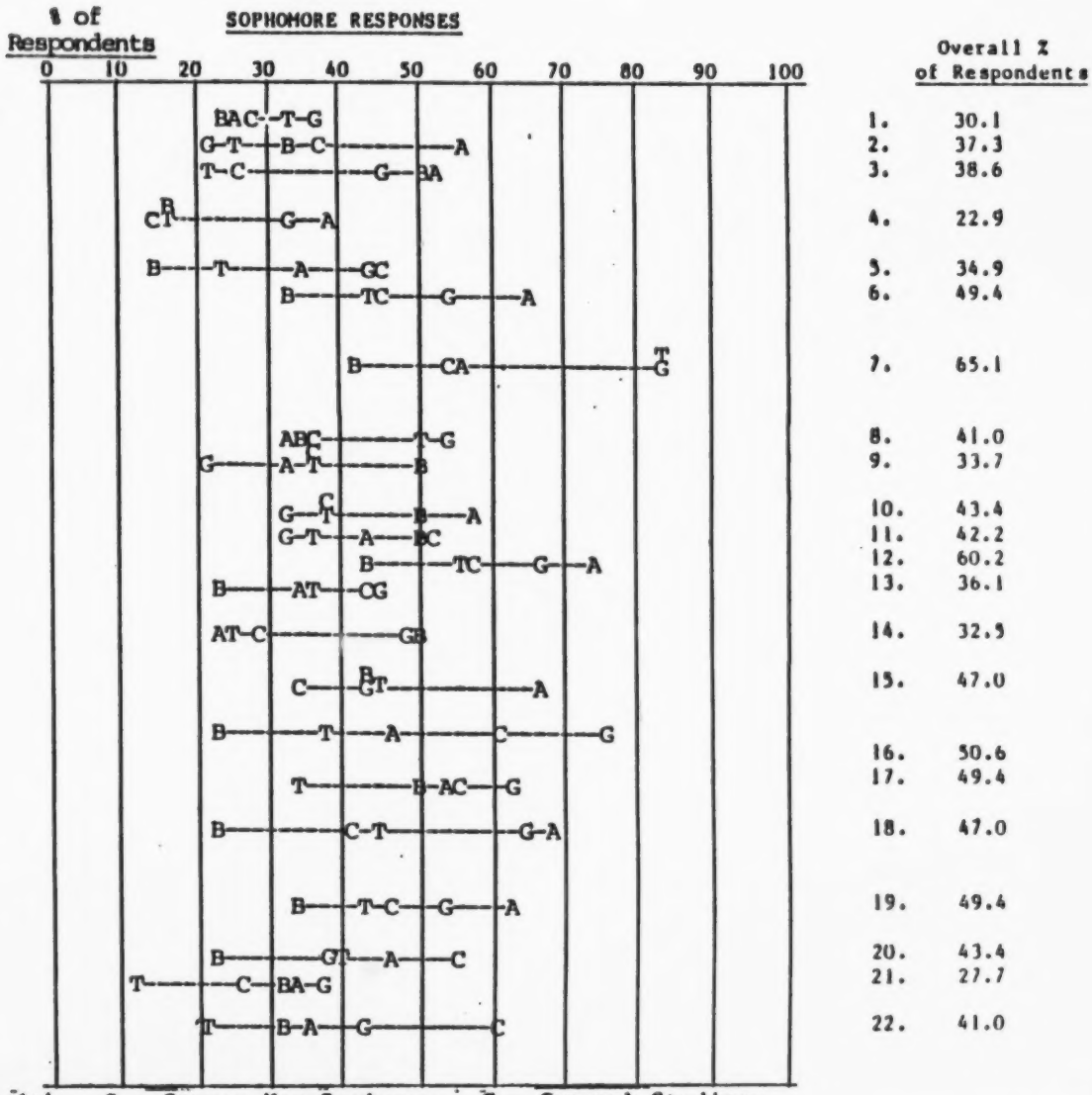
- General Studies and Transfer sophomores reported much greater achievement in preparing for transfer than the other sophomore cohorts. They also reported more progress in studying new subjects (#8) and discovering jobs of interest (#1).

- General Studies sophomores also reported greater progress than other sophomores in developing communication skills (#16) and developing interpersonal skills (#17).

- Career (Non-Business, Non-Allied Health) sophomores reported greater progress in preparing for continued intellectual growth (#22) and developing intellectual curiosity (#20).

- Business and General Studies sophomores were similar in their development of the ability to critically evaluate ideas (#14).

Figure 12
I Am Achieving or Have Achieved These Goals While at CCP


GOALS
% of Respondents
SOPHOMORE RESPONSES
0 10 20 30 40 50 60 70 80 90 100
Overall % of Respondents
1. Discover jobs in which I might be interested 30.1
2. Prepare for a new job 37.3
3. Improve knowledge and skills needed for my current job 38.6
4. Improve my chances for a raise or promotion at my current job 22.9
5. Improve my socio-economic status 34.9
6. Develop a clearer idea of my career goals and plans 49.4
7. Take courses that will transfer to another college 65.1
8. Study new and different subjects 41.0
9. Strengthen my basic skills, such as reading or math 33.7
10. Increase my self-confidence 43.4
11. Reduce my dependence on other people 42.2
12. Meet new and interesting people 60.2
13. Broaden my understanding of my community/world 36.1
14. Develop the ability to critically evaluate ideas 32.5
15. Develop a sense of self-reliance and self-discipline 47.0
16. Develop skills in expressing myself orally and in writing 50.6
17. Develop interpersonal skills, and the ability to relate to others 49.4
18. Develop a clearer or better understanding of myself as a person (my interests, talents, values) 47.0
19. Develop an interest in, or openness to, new ideas 49.4
20. Develop intellectual curiosity 43.4
21. Prepare for active participation in community activities 27.7
22. Prepare for continued personal and intellectual growth after college 41.0
B = Business T = Transfer A = Allied Health C = Career-Non-Business G = General Studies

Assessment of Services.

- Overall, Allied Health sophomores were less satisfied with most services than all other sophomore cohorts (Figure 13). Areas of greatest dissatisfaction were attendance at CCP cultural programs (#16) and the availability of quiet study places (#18). They were the least pleased of the curricular groups with the availability of their instructors (#10) and the respectful treatment they receive from their instructors (#11).

- There was little difference in General Studies freshmen and sophomore ratings (Figure 14). Lowest ratings for both student groups were associated with attendance at CCP cultural events (#16) and involvement in campus activities (#17). Sophomores were most pleased with Admissions procedures (#1). Both freshmen and sophomores were pleased with the availability of their instructors (#10) and support related to transfer needs (#13).

- As a group, Business students were the most satisfied of the curricular cohorts over the full range of listed services (Figure 15). There was very little difference in Business freshmen and sophomore ratings. Areas of greatest and least satisfaction were the same as those reported by Allied Health students.

- Transfer and sophomore ratings were the most dissimilar of the curricular cohorts (Figure 16). In most cases, sophomores rated the services lower than freshmen. Areas of greatest difference were information transmission (#7), registration procedures (#2), understanding the job market (#14), attendance at cultural events (#16), availability of classes (#3), Admissions procedures (#1), and availability of places to relax and socialize (#19).

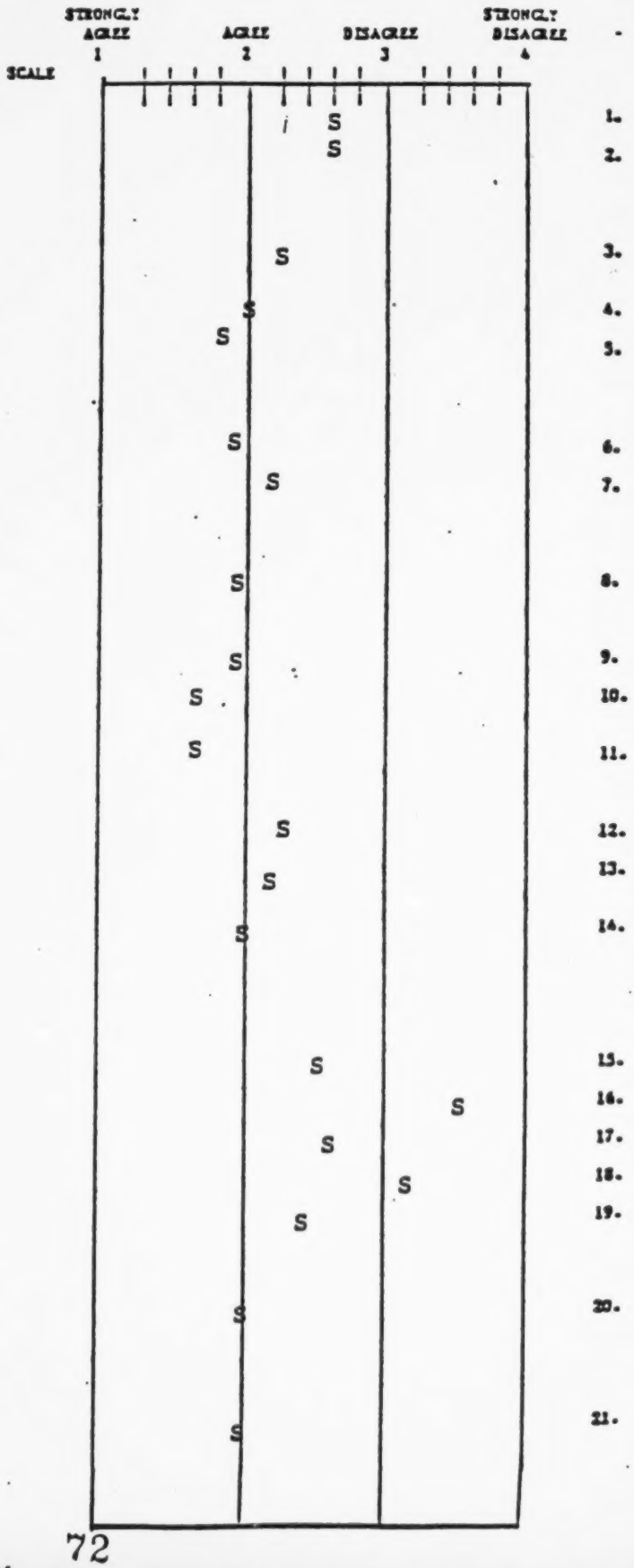
- Career freshmen and sophomore students were equally dissatisfied with their involvement in campus activities (#17) and attendance at CCP cultural events (#16) (Figure 17). Freshmen were extremely satisfied with respect from faculty members (#8, #11) and information transmission (#7). Sophomore Career students were most satisfied with instructor respect (#11) and availability (#10) and Learning Lab services (#21).

JG/lm

FIGURE 13

Please indicate the degree to which you agree or disagree with each of the following statements

Allied Health Students



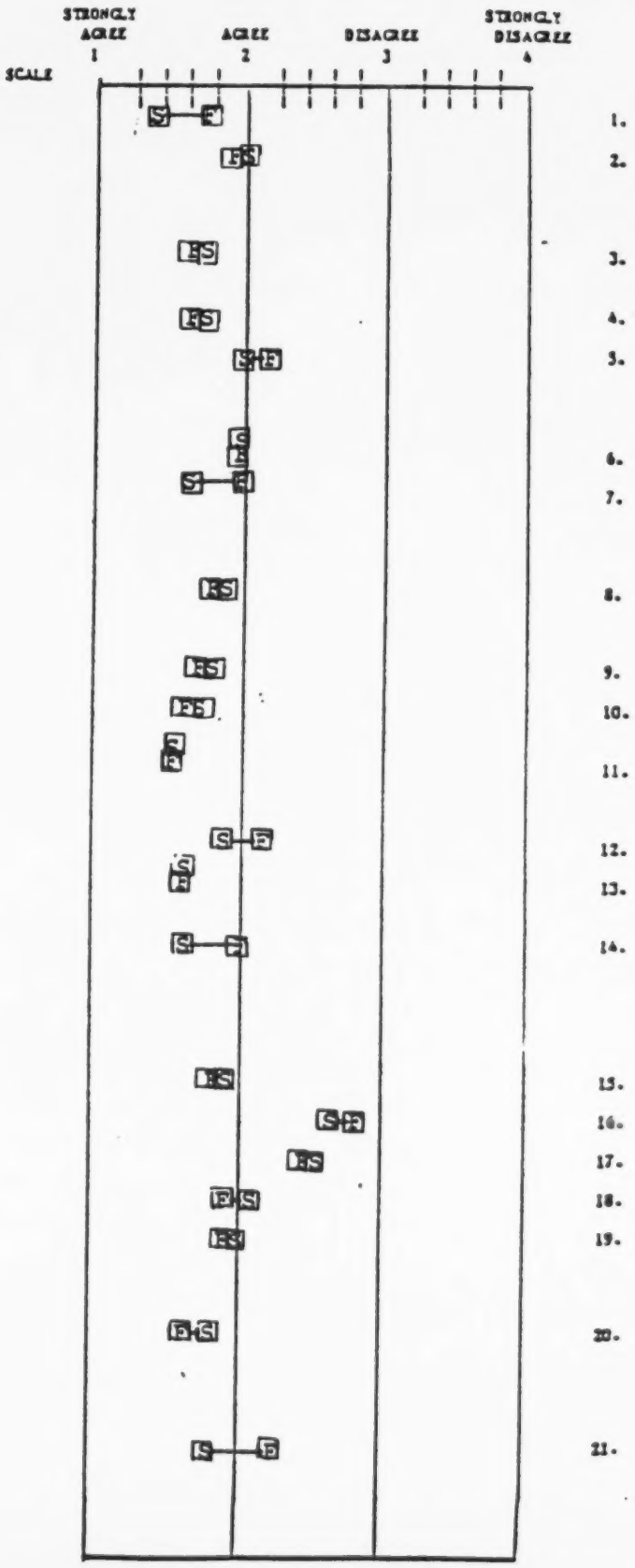
1. I found admission procedures at CCP straightforward and easy to follow.
2. Registration procedures at CCP are well planned and well organized.
3. Most of the classes I need to take are offered at times when I am able to take them.
4. I am satisfied with the variety of courses offered at CCP.
5. My academic adviser has helped me to choose appropriate courses.
6. I received an adequate orientation to CCP's facilities and services.
7. CCP does a good job of relaying information on services and activities to students.
8. My respect for one or several faculty members at CCP has had a positive impact in urging me to continue my education here.
9. I am satisfied with the quality of instruction at CCP.
10. Generally, my instructors are available when I need them outside of class.
11. My instructors treat me with respect.
12. The counseling services offered at CCP have been helpful to me.
13. I am getting the information and guidance I need to prepare to transfer to a four-year college.
14. I am receiving the assistance I need to develop an understanding of the job market and establish career goals.
15. CCP offers enough variety in extra-curricular activities.
16. I frequently attend CCP-sponsored cultural programs.
17. I am involved in campus activities as I would like to be.
18. There are enough places to go on campus when I want a quiet place to study.
19. There are adequate places at CCP for me to relax and meet with my friends.
20. My academic training prior to enrolling at CCP adequately prepared me for the demands of my current courses.
21. Learning Lab services have helped me to succeed in my courses.

F = Freshmen S = Sophomores

FIGURE 14

Please indicate the degree to which you agree or disagree with each of the following statements

General Studies Students



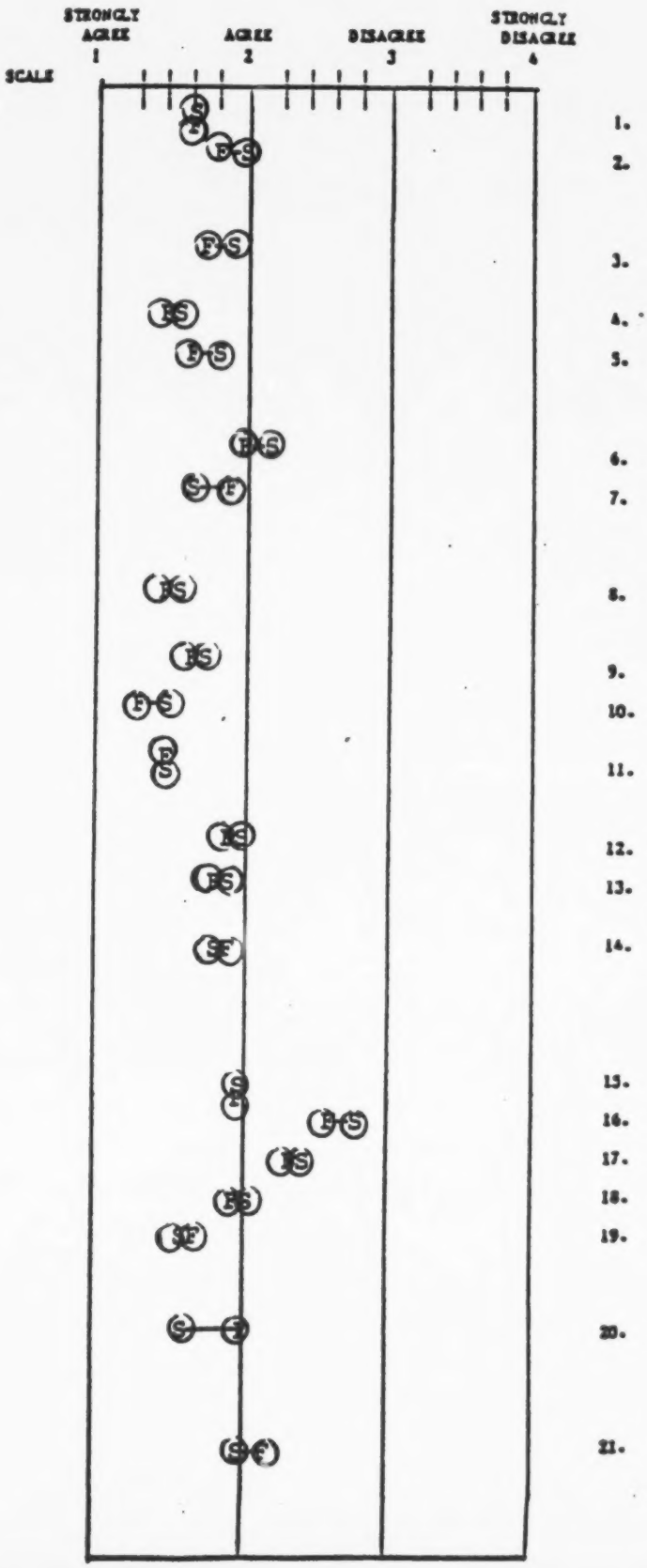
1. I found admission procedures at CCP straigneforward and easy to follow.
2. Registration procedures at CCP are well planned and well organized.
3. Most of the classes I need to take are offered at times when I am able to take them.
4. I am satisfied with the variety of courses offered at CCP.
5. My academic advisor has helped me to choose appropriate courses.
6. I received an adequate orientation to CCP's facilities and services.
7. CCP does a good job of relaying information on services and activities to students.
8. My respect for one or several faculty members at CCP has had a positive impact in urging me to continue my education here.
9. I am satisfied with the quality of instruction at CCP.
10. Generally, my instructors are available when I need them outside of class.
11. My instructors treat me with respect.
12. The counseling services offered at CCP have been helpful to me.
13. I am getting the information and guidance I need to prepare to transfer to a four-year college.
14. I am receiving the assistance I need to develop an understanding of the job market and establish career goals.
15. CCP offers enough variety in extra-curricular activities.
16. I frequently attend CCP-sponsored cultural programs.
17. I am involved in campus activities as I would like to be.
18. There are enough places to go on campus when I want a quiet place to study.
19. There are adequate places at CCP for me to relax and meet with my friends.
20. My academic training prior to enrolling at CCP adequately prepared me for the demands of my current courses.
21. Learning Lab services have helped me to succeed in my courses.

F = Freshmen S = Sophomores

FIGURE 15

Please indicate the degree to which you agree or disagree with each of the following statements

Business Students



1. I found admission procedures at CCP straightforward and easy to follow.
2. Registration procedures at CCP are well planned and well organized.
3. Most of the classes I need to take are offered at times when I am able to take them.
4. I am satisfied with the variety of courses offered at CCP.
5. My academic adviser has helped me to choose appropriate courses.
6. I received an adequate orientation to CCP's facilities and services.
7. CCP does a good job of relaying information on services and activities to students.
8. My respect for one or several faculty members at CCP has had a positive impact in urging me to continue my education here.
9. I am satisfied with the quality of instruction at CCP.
10. Generally, my instructors are available when I need them outside of class.
11. My instructors treat me with respect.
12. The counseling services offered at CCP have been helpful to me.
13. I am getting the information and guidance I need to prepare to transfer to a four-year college.
14. I am receiving the assistance I need to develop an understanding of the job market and establish career goals.
15. CCP offers enough variety in extra-curricular activities.
16. I frequently attend CCP-sponsored cultural programs.
17. I am involved in campus activities as I would like to be.
18. There are enough places to go on campus when I want a quiet place to study.
19. There are adequate places at CCP for me to relax and meet with my friends.
20. My academic training prior to enrolling at CCP adequately prepared me for the demands of my current courses.
21. Learning Lab services have helped me be successful in my courses.

F = Freshmen S = Sophomores

FIGURE 16

Please indicate the degree to which you agree or disagree with each of the following statements

Transfer Students

1. I found admission procedures at CCP straightforward and easy to follow.
2. Registration procedures at CCP are well planned and well organized.
3. Most of the classes I need to take are offered at times when I am able to take them.
4. I am satisfied with the variety of courses offered at CCP.
5. My academic adviser has helped me to choose appropriate courses.
6. I received an adequate orientation to CCP's facilities and services.
7. CCP does a good job of relaying information on services and activities to students.
8. My respect for one or several faculty members at CCP has had a positive impact in urging me to continue my education here.
9. I am satisfied with the quality of instruction at CCP.
10. Generally, my instructors are available when I need them outside of class.
11. My instructors treat me with respect.
12. The counseling services offered at CCP have been helpful to me.
13. I am getting the information and guidance I need to prepare to transfer to a four-year college.
14. I am receiving the assistance I need to develop an understanding of the job market and establish career goals.
15. CCP offers enough variety in extra-curricular activities.
16. I frequently attend CCP-sponsored cultural programs.
17. I am involved in campus activities as I would like to be.
18. There are enough places to go on campus when I want a quiet place to study.
19. There are adequate places at CCP for me to relax and meet with my friends.
20. My academic training prior to enrolling at CCP adequately prepared me for the demands of my current courses.
21. Learning Lab services have helped me to succeed in my courses.

F = Freshmen S = Sophomores

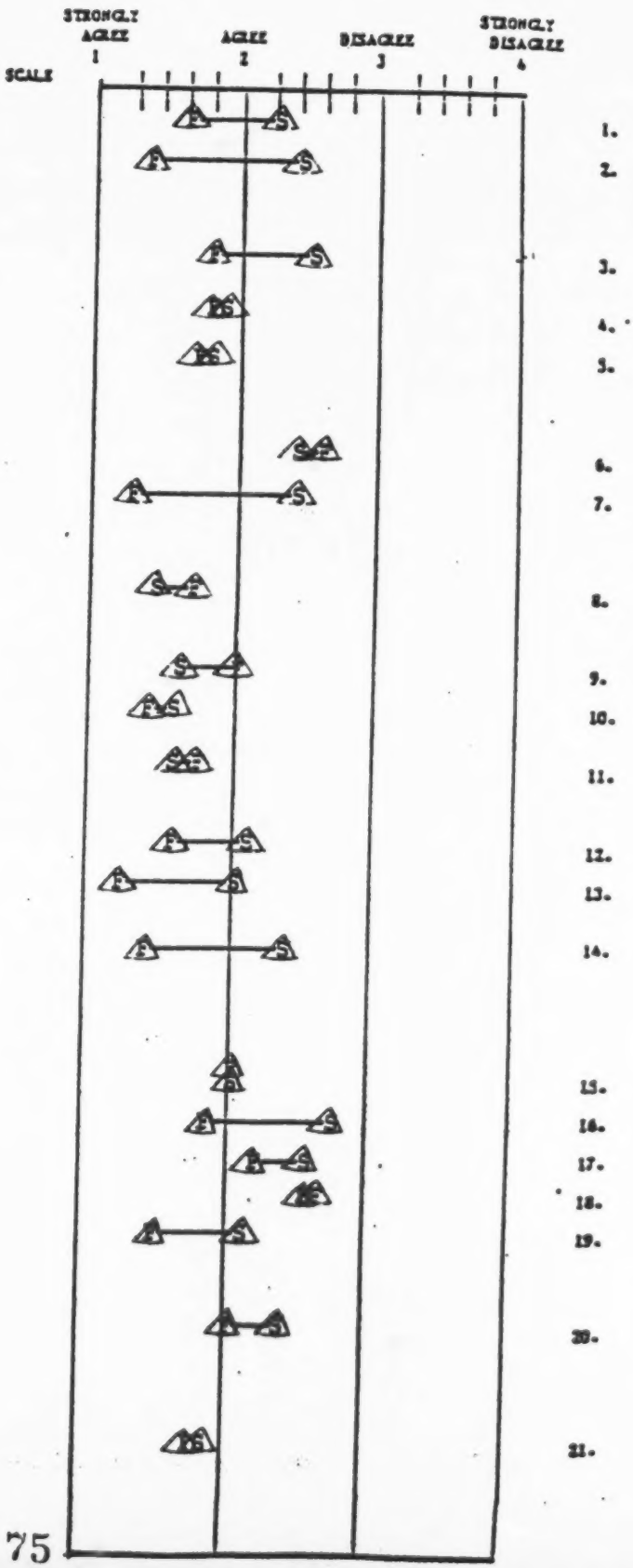


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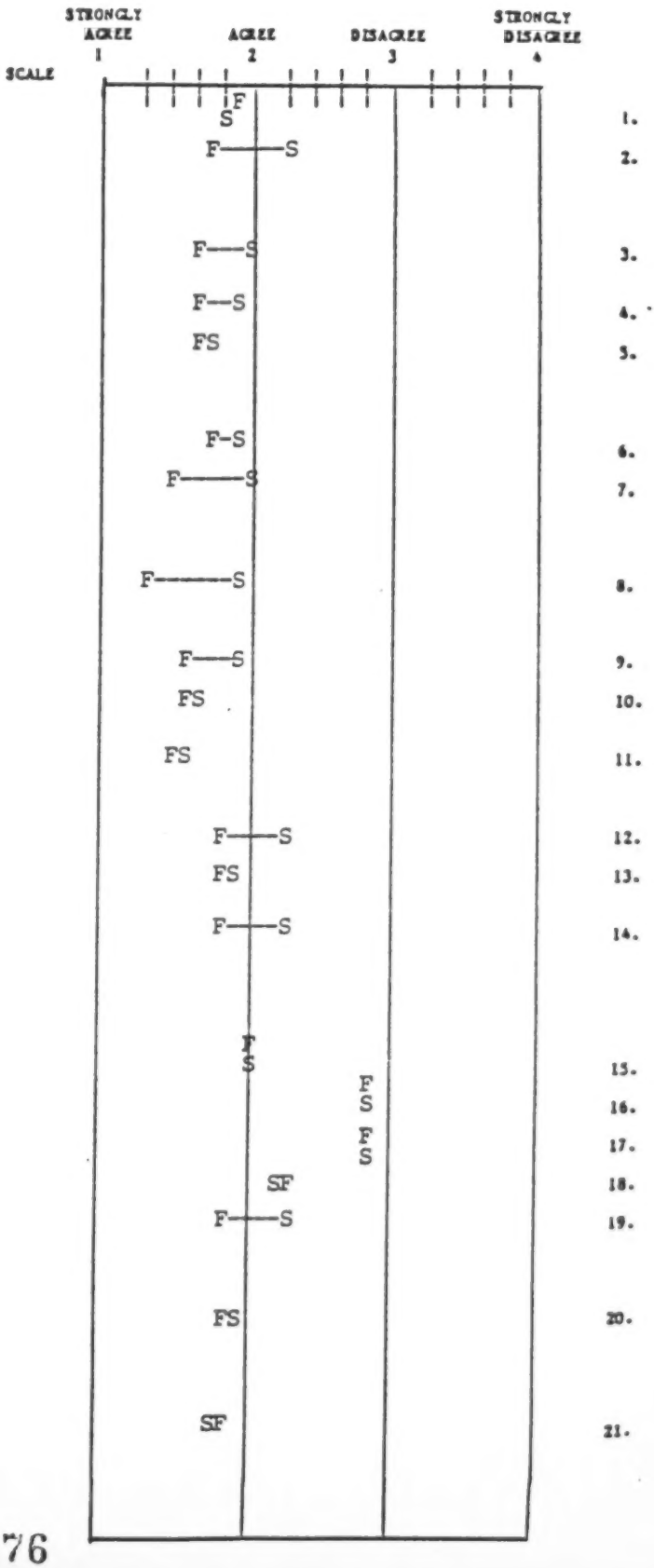
FIGURE 17
Please indicate the degree to which you agree or disagree with each of the following statements

Career-Non-Business Students


STRONGLY AGREE
1
AGREE
2
DISAGREE
3
STRONGLY DISAGREE
4
SCALE
1. I found admission procedures at CCP straightforward and easy to follow. F S 1.
2. Registration procedures at CCP are well planned and well organized. F—S 2.
3. Most of the classes I need to take are offered at times when I am able to take them. F—S 3.
4. I am satisfied with the variety of courses offered at CCP. F—S 4.
5. My academic advisor has helped me to choose appropriate courses. FS 5.
6. I received an adequate orientation to CCP's facilities and services. F-S 6.
7. CCP does a good job of relaying information on services and activities to students. F——S 7.
8. My respect for one or several faculty members at CCP has had a positive impact in urging me to continue my education here. F———S 8.
9. I am satisfied with the quality of instruction at CCP. F—S 9.
10. Generally, my instructors are available when I need them outside of class. FS 10.
11. My instructors treat me with respect. FS 11.
12. The counseling services offered at CCP have been helpful to me. F—S 12.
13. I am getting the information and guidance I need to prepare to transfer to a four-year college. FS 13.
14. I am receiving the assistance I need to develop an understanding of the job market and establish career goals. F—S 14.
15. CCP offers enough variety in extra-curricular activities. F S 15.
16. I frequently attend CCP-sponsored cultural programs. F S 16.
17. I am involved in campus activities as I would like to be. F S 17.
18. There are enough places to go on campus when I want a quiet place to study. SF 18.
19. There are adequate places at CCP for me to relax and meet with my friends. F—S 19.
20. My academic training prior to enrolling at CCP adequately prepared me for the demands of my current courses. FS 20.
21. Learning Lab services have helped me to succeed in my courses. SF 21.

F = Freshmen S = Sophomores